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ABSTRACT

This manual is designed to provide information to those interested in developing family literacy projects. Part I contains information on the design and operations of Project Family, a program to empower parents to be better role models, foster supportive environments, and express positive attitudes about education. Other topics include implementation, recruitment, and community support. Examples of effective materials are provided. Part II focuses on curriculum and instruction. An outline of steps of instruction used to structure classes is presented. These parents' curriculum materials are provided: parents' and adult core curricula on family reading and examples of how parenting and survival skills were integrated with adult basic skills development using children's stories. These children's curriculum materials are included: information on "Reading Rainbow," core curriculum, and examples of the curriculum used to implement the children's class sessions. Other contents are supplementary materials given to parents and supplementary instructional activities. Lists of additional resources include organizational, print, manipulative, and audio and/or visual aids. The manual also provides sample forms for recordkeeping, information on staff development activities, sample evaluation forms, information on program impact, and recommendations. Appendixes include sample forms and project materials. (YLB)

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# PROJECT FAMILY

## A REFERENCE MANUAL

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**Northeast Texas Community College**

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# PROJECT FAMILY

## AN ADULT BASIC EDUCATION 353 SPECIAL PROJECT

You may have tangible wealth untold;
Caskets of jewels and coffers of gold
Richer than I can never be--
I had a Mother who read to me.

*Strickland Gillian*

This manual has been produced for the purpose of providing helpful information to those who are interested in developing family literacy projects in their respective area. It has been organized to help persons plan, implement, document, and evaluate family literacy activities. It is our sincere hope that this manual becomes a useful tool to you as you venture into the exciting world of family literacy.

# ACKNOWLEDGEMENTS

The Project Coordinators would like to thank the following people for their assistance in making this project possible:

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# INTRODUCTION

"Parents are their children's first teachers." With this truth in mind, coordinators for Project Family set about creating a program which would empower parents to be better role models, foster supportive home environments, and express positive attitudes about education. Rather than concentrate on adults alone, a holistic approach to family literacy education would encourage participation of parents and their children as a family unit. A focus on the traditionally hard-to-serve population was urged.

Literacy occurs in many different settings. Literacy skills can be viewed as points along a continuum, ranging from virtual non-reading to the higher-level proficiencies needed for skilled work. Project Family promotes critical thinking, discussions, and literature at home and in libraries, as well as in the classroom.

The program builds on the strengths of the adult learner and recognizes that adults come to literacy programs with a wealth of life experience. Throughout the workshops, participants are encouraged to share their varied stories and experiences.

Finally, Project Family uses a multi-cultural approach to literacy, both in its materials and teaching methods. Books were carefully selected to represent a diversity of ethnic and cultural backgrounds and to show male and female characters in a variety of roles.

# PROJECT DESIGN

# and

# OPERATIONS

# BACKGROUND

Since the opening of Northeast Texas Community College in 1985, literacy has been a high priority of the Adult Education Department. Located in the rural area between Mt. Pleasant and Pittsburg, Northeast has made every effort to make opportunities for learning available to adults from all of the surrounding areas. This commitment, coupled with the financial resources made available from a grant received through the Texas Literacy council, Texas Department of Commerce, with ARK-TEX Private Industry Council acting as a fiscal agent, resulted in the development of the Downtown Adult Education Center in Mt. Pleasant and the formation of a local literacy advisory council.

The new downtown location of the Northeast Adult Education Center was established and put into action in the spring of 1990. The purpose of the Adult Education Center was to house and conduct the Northeast Adult Literacy Project in a convenient location which would remove the major problem of transportation for educationally and economically disadvantaged youth and adults.

During the first year of operation, the program concentrated on developing its own literacy tutoring program, including recruiting and training volunteer tutors and enrolling students with reading skills below the sixth grade level. Classes are also conducted for English as a Second Language and GED students. Since its inception the program has trained 29 volunteer tutors and served 105 students.

In addition to the downtown Adult Education Center, Northeast sponsors the Northeast Texas Library Literacy Consortium whose members offer a variety of literacy services throughout the northeast Texas area. As plans were developed to implement a family literacy program, consortium members provided a variety of settings in which to field-test PROJECT FAMILY.

# DESIGN

The overall goal of **Project Family** was to develop an holistic family literacy education curriculum for the implementation of a model family literacy program for educationally disadvantaged and/or limited English proficient adults in a variety of settings. This project focused on the entire family unit, integrating basic literacy skills, study skills and parenting skills to empower parents to serve as positive role models for their children.

Objectives for completing this goal included the following:

1. To develop a 32-hour model curriculum program of family literacy integrating basic literacy reading strategies and parenting skills for 15 educationally disadvantaged and/or limited English proficient adults functioning at or below the 8th grade level.

2. To coordinate procedures with JTPA, Department of Human Services, Texas Employment Commission, and Region VIII Education Service Center Early Childhood program.

3. To field-test and evaluate a curriculum program at three major sites: preferably a church, housing project and local day-care program with a large AFDC clientele.

4. To publish a two-part manual. Part I will describe the program and its operational procedures. Part II will be a comprehensive curriculum guide.

This project was designed to use an intergenerational approach to literacy instruction. Parent/child workshops were planned to consist of weekly meetings set up in three six-week courses. Initially four special tutoring groups consisted of:

1. Five English-Dominant parents with preschool children in an adult education center setting.

2. Five Spanish-dominant parents with school-age children in a church setting

3. Five English-dominant parents with preschool children in a school setting scheduled during regular classroom hours

4. Five English-dominant parents with school-age children in a library setting.

According to this design, the parents and children attended separate small group classes. Parents took part in literacy activities which included the study of specific children's books. They were allowed to take home the books to share with their children and practice the reading strategies and parenting skills they had learned in class.

Volunteer tutors worked with children on reading readiness activities. The curriculum was expanded to include arts and crafts to stimulate the imagination. Social skills and fine-motor skills were incorporated into the design.

# IMPLEMENTATION

Project Family was based on the assumption that the parents who participated would have at least a limited ability to read. The focus of the program was to enhance these abilities while concentrating on teaching parents the reading strategies they would employ with their children. Attention would also be given to the areas of parenting and survival skills through the use of selected adult readings. These goals would be achieved through a series of weekly workshops during a six-week term.

The designers of Project Family felt a need to offer the program in diverse settings to involve a variety of adults from any elements within the communities. As a result, the program was carried out in the following locations as described:

1. Northeast Texas Community College Adult Education, Center, downtown Mt. Pleasant, Texas.
   The purest form of Family literacy resulted at the Adult Education Center. Parents worked on literacy and parenting skills while their pre-school children worked on readiness activities. At the end of each class, parent and child reunited to share a children's book and practice a newly-learned strategy.

2. Pittsburg Primary/Intermediate School
   A cooperative effort between Project Family coordinators and the Pittsburg Independent School District resulted in the use of pre-kindergarten classes as a nucleus for forming two family reading workshops. While children were attending their regular classes, their parents were attending Project Family workshops.

3. Franklin County Public Library, Mt. Vernon, Texas
   Parents of primary age children met in the Public Library while their children were in school. Reading strategies, parenting and survival skills were taught by volunteer tutors.

4. El Calvario Baptist Mission, Mt. Pleasant, Texas
   Children of all ages were introduced to literacy activities and were assisted with school homework. Parents were given guidance in

parenting and survival skills in English as a Second Language Classes.

After an intense review of several programs offered by major publishers in the field of family literacy, the decision was made to adopt Reading Rainbow and Family Reading, an intergenerational approach to literacy by New Readers Press, publishing division of Laubach Literacy International of Syracuse, New York. The goals and finding principles of Reading Rainbow and Family Reading seem most closely aligned with the needs and objectives of PROJECT FAMILY.

# Recruitment

Recruitment of parents presented the most difficult challenge in bringing Project Family to life. The enthusiasm of project coordinators and volunteers, which should have proved the catalyst for involving adults, was futile in the beginning. Conventional forms of publicity resulted in disheartening response.

After this initial disappointment, project coordinators regrouped to explore other avenues for reaching into the targeted population. Bearing in mind that the prospective students represented a traditionally hard-to-serve segment of society, project coordinators realized that more direct measures would be required. Advice was solicited from other projects, local agencies, and the Texas Education Agency.

## Recruitment Strategies

Recruitment for Project Family depended upon many sources of communication within the community. Approximately six weeks prior to project implementation, an intense "shot-gun" approach of publicity began.

Announcements about the project were made on local radio programs. Articles about the project were published in the local newspapers. All literacy, ESL, and GED tutors and students were contacted and informed about the project as were other social service groups with target populations. Fliers were sent home with elementary school children to solicit participation. A Christmas party was held in a public library for parents and children to meet with project coordinators in an informal setting advocating literacy activities. Contracts were also made through the Department of Human Resources staff and clients. All of these recruitment efforts produced limited results for the first six-weeks of instruction.

A task force, made up of concerned community college administration and faculty, volunteer tutors, and educational and governmental agency representatives joined forces to become familiar with the project and aide in recruitment. The variety of knowledge within the group proved most valuable. Experience gained through

familiarity of working with the target population for PROJECT FAMILY was shared.

Recruitment for the second and third six weeks proved more productive. The added method which produced the most favorable results was the direct presentation of a children's book to kindergarten children and their parents at an early morning "doughnut" breakfast. With the support of elementary school principals, presentations by "Project Family" coordinators allow many parents to actually see the project strategies in action. Parents became interested and were more willing to participate. A crucial element in enlisting parents was to fit PROJECT FAMILY into their existing schedules. One class was held at a school campus to coincide with children's school schedules.

Also, a local TV station provided an on-site interviewed with staff and "Project Family" participants. This publicity drew favorable attention. As the year progressed, the literacy, ESL, and GED enrollment increased and provided more clients to draw from.

National and state publicity have drawn attention to FAMILY LITERACY. First Lady, Barbara Bush promotes "Parenting's Best Kept Secret: Reading To Your Children."

The Northeast Texas Library System encouraged a nationwide program to further Family Reading. Parents and children were to be involved in a newspaper reading project together.

The project staff concluded that perhaps the trust necessary for families to participate in such a project could only be related through word-of-mouth. This method of recruitment still produces the most favorable results.

Throughout this manual samples of all materials used in PROJECT FAMILY have been provided. The following samples are examples of the most effective devices used in recruitment by this particular project.

## EFFECTIVE

# RECRUITING METHODS

*Pittsburg Independent School District*

**IMPORTANT ANNOUNCEMENT !**

Parents of Pre-kindergarten students are invited for coffee and doughnuts in the Pre-kindergarten classroom Friday, January 18th, at 10:00. We realize some of you will be at work and can't come, but those who can are urged to be here if possible. Thank you.

**Pre-Kindergarten Parents**

Beginning Wednesday, April 17th, at 2:00 P. M., you are invited to take part in a family-oriented reading program that you will enjoy and which will benefit your child for years to come.

We will spend one hour with an interesting children's book which you will be able to take home to read to your child. We will also discuss ways that reading will help your child in school and prepare your child to be a good reader.

We will meet in the hallway outside the Pre-Kindergarten classroom and go together to a meeting room on the school campus. We will dismiss in plenty of time for you to meet your child when school is dismissed. Parents of the morning pre-kindergarten class have already had this opportunity and thoroughly enjoyed it. The only change they wanted to make was to have more time together! We hope you will enjoy it as much as they did. See you Wednesday!

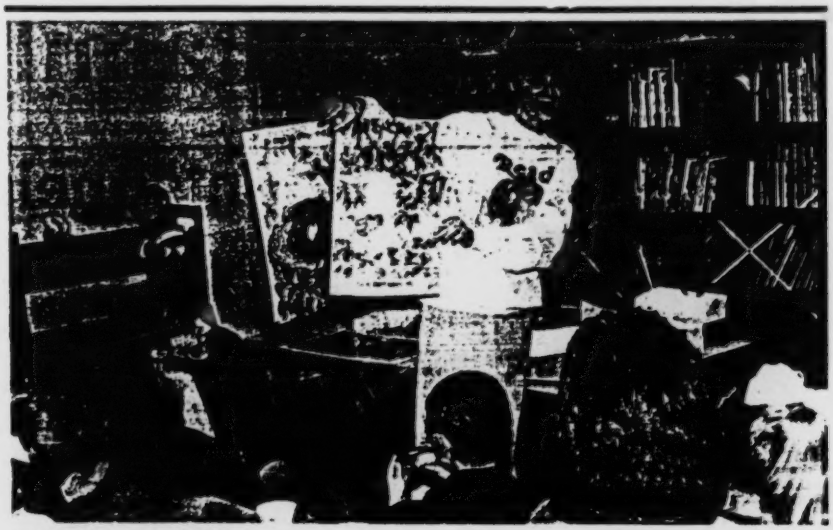
## EFFECTIVE

IMPORTANT ANNOUNCEMENT!!

Parents of kindergarten students are invited for coffee and juice in the school library, Thursday morning, February 21, 1991 at 8:15 a.m. We realize that some or you work and cannot come, but those who can are urged to join us. Thank you.

REMINDER!!
Coffee and juice Thursday morning at 8:15 for Kindergarten Parents. See you there!!

ne, Mount Pleasant, Texas Sunday, February 24, 1991



**Family tradition**

Sue Barker of the Adult Education Center in Mount Pleasant visited Vivian Fowler Elementary School recently along with several pre-school, kindergarten students and their parents to encourage family reading. Barker invited the parents to a free program where they will be tutored on strategies for reading to the children and takes place at 10 a.m. each Monday. Youngsters are tutored as well and have access to a computer. TRIBUNE photo by Kathy Zwernemann.



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Wednesday, October 31, 1990

# Tips & Topics

By Huella Campbell,
*County Extension Agent, Home Economics*

**HUELLA CAMPBELL,**
**County Extension Agent,**
**Home Economics**

FAMILY LITERACY PROJECT

Had an interesting conversation with Sue Barker yesterday and she was telling me about a new program being offered in Mount Pleasant beginning next week. This new project, which will last for 6 weeks, will involve helping parents learn how to read to their pre-school children. They have some wonderful materials to work with and while Mom and\or Dad is involved in their class, the children will be involved in some fun activities. This is FREE and is made available to our community through Northeast Texas Community College and a grant from the Texas Education Agency. They will begin the classes next Tuesday at 10 a.m. at 209 N. Madison (close to the Mount Pleasant Public Library). Sue also mentioned that evening classes will begin soon at El Calvario Church.

Anyone wanting more information about either of these classes can call 572-5154 and speak to Carolyn Pope, the local project director or Sue Barker who coordinates this program in this area, including Pittsburg and Mount Vernon.

If you know of someone who would be interested, please tell them about this excellent opportunity!



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## Community Support

Area newspapers, radio, and television stations were extremely supportive with continuous positive publicity for local literacy efforts. This publicity created the trust necessary for future participants.

Strong support from the community was exemplified by the networking of individuals, schools, governmental agencies, libraries, local girl scouts, restaurants, churches, and parent support groups.

Newsletters written and published by volunteer tutors, project staff, and Children's Pediatric Clinic, added sophistication and credibility to Project Family. Follow-up personal notes always encouraged the attendance of parents and children.

Sample articles are included on the following pages.

Mount Vernon Optic-Herald, Thursday, November 15, 1990,

# Local Library Offers Course To Parents

Franklin County Library's 1990 Literacy Project is sponsoring a free weekly "Fun Family Reading Hour" to teach parents how to read to their children. With four weeks of the six weeks course remaining, parents are invited to join the program Wednesdays from 10-11 a.m. The next meeting will be Nov. 21, 1991.

One purpose of the program is to give parents skills needed in reading to their children to help the children develop better comprehension skills.

For example, parents will learn what questions to ask about the stories as they are reading to their children. Parents will also be taught to help their children learn to predict outcomes and other skills.

In addition, parents may improve their own reading techniques and learn parenting skills other than reading to their children.

The "Fun Family Reading Hour" is being taught by a trained volunteer, Darlene Clay.

Enrollment is limited because of the availability of materials, but the six weeks course will be offered again in January 1991.

*--Minnie Laughton*

*FLANNEL lap boards for use in teaching children were made as a project by participants in the Family Reading Workshop at the Franklin County Library. The six-week program is nearing its end, however another session is planned to begin in April. Interested persons are asked to contact the Library for more information. Participants in the first workshop session include, left to right, Tina Claxton, Dunia Ardon (hidden), Marsha Graham, Vickie Blevins and Rhenada Finch (tutors), Maryjo Ross, Rhonda Bass. Not shown are Helen Fountain and Glenda Fulmer. (Optic Photo by Sue Barker)*

Optic-Herald, Thursday, February 7, 1991

# Family Reading Workshop Set

The family reading program workshop for parents has been scheduled from 10-11 a.m. for six Wednesdays beginning Feb. 13, 1991, in the Franklin County Library.

"The workshop sessions will help parents to learn new approaches for reading to and with their children," explained Sue Barker, program director.

Pre-registration for the class is encouraged, since the amount of materials available has limited the number of participants to no more than 10 persons. There is no registration or materials cost.

Rhenata Finch, volunteer assistant for the class, will help parents to learn strategies in reading to small children. Strategies include such things as asking questions, story telling technique, observing and development of vocabulary for the child, and encouraging predictions for the story's outcome.

The participants will be given the opportunity to try hands-on experience with the methods learned with their own children and/or grandchildren.

"The program is designed to develope teaching practices with good readers and helps to improve the parents' own literacy skills," stated Mrs. Barker.

First Lady Barbara Bush, who has made literacy a personal crusade said, "About the most important thing that parents can do for their children is to get them excited about and start them reading."

Additional information and pre-registration for the class is available through either Mrs. Barker or Jean Shelby at the Franklin County Library, 537-4916.

*--Lillie Bush*



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## Campus

# It's never too late to learn

BY JEAN PAMPLIN

Literacy data indicates that as many as 40 percent of the 13-year-olds in the United States have not acquired the reading and writing skills necessary to perform successfully at their grade level, and that 60 percent of the 17-year-olds lack the literacy skills necessary to function beyond a minimum level in today's society.

Reading-improvement programs for "at risk," or "disadvantaged" children are geared for younger children, usually those in the first to third grades, because that is where they are believed to be most effective. However, how about those people who have slipped through the years without even the bare essentials of reading proficiency?

Last spring, Northeast Texas Community College opened an Adult Education Center, in downtown Mt. Pleasant. This is the fifth year in a gradually exhilarating program. A program that began with Dr. Judy Traylor.

"Literacy was the major thrust of the Board of Trustees when the college first opened," said Traylor. "I took that goal and began to assess the literary needs of this area. We then began to plan programs around those needs. We have acquired grants of approximately one million for Adult Basic Education, G.E.D. preparation, English as a Second Language, Special Homeless Projects and disadvantaged families." Traylor says a natural part off her wants to help others and she finds it pleasing to help others.

Sue Barker, Project Coordinator for the Northeast Adult Education Center began working with the Franklin County Library literacy program in Mt. Vernon several years ago. The success rate there was a model example of what can be accomplished when students and tutors work together. Over a four year period, the Franklin County Library Literacy Program has worked with 365 students and has trained 100 tutors. (See "Grad" story this issue.)

"The success in individual libraries encouraged the opening of the Adult Education Center in Mt. Pleasant," said Barker who reports that there are three study programs available at the center.

Basic Literacy is a one on one tutoring program. "We are not in competition with schools and tutoring programs." Barker emphasizes, noting that adults, 17 or older participate. Another service the center offers is G.E.D. preparation during the evening, Monday through Thursday.

A special project, which Barker is very excited about is the Family Literacy program. Parents may bring their pre-school children with them and while one volunteer works with the adults, another works with the children. "We teach parents reading strategies to help their children," said Barker. "Then, the parents learn while helping their children learn."

Barker stresses, "The literacy project is not a little effort in Mt. Pleasant, but, a greater literacy contortion which includes several Northeast Texas counties." Barker also reports that the program has had great community support and has never been without volunteers. The center works in harmony with the college and its support is aided by state and federal grants.

Several concerned groups, including Girl Scouts, have begun national campaigns in support of literacy. Local girl scout troops visited the Adult Education Center recently and pledged their support by volunteering to help with publicity. They will pass out flyers and also conduct a used book drive.

The books garnished from this project will be utilized at the center by pre-schoolers who come in with their parents for family tutoring. "That way they can check out a book each week and take it home with them," said Barker. The Kiawanas are also making a national effort to fund and support literacy. According to Barker local Kiwanas are in the process of planning activities to encourage people to use the Mt. Pleasant center. She is pleased with the interest shown by major groups in support of literacy. "Our success depends on word of mouth."

The Adult Education center plans on several exposure activities to promote their programs and Barker has herself, resorted on on-site recruiting to bring people in. "A lot of it is selling the ideas to people; it is not too late. It's like learning to play the piano as an adult vs. a child of ten," says Barker who is currently giving piano lessons a try. She explains that she is now able to key out a few songs and the concept of accomplishment between that and learning to read at a late age isn't all that different.

Volunteers at the center have the desire to help and mutual respect grows quickly between student and tutor. One tutor said, "I have had a feeling of joy each time I've met with one of my students. It is most rewarding to see the confidence they are getting in themselves."

One of the Mt. Pleasant Center's students admitted, "at first my feelings were those of frustration. Now, the more I know, the more I want to know. I thank my tutor for caring. Not many people do." The student concluded, "for people with a problem like mine there is always help, if you are willing to try."

See Literacy, page 15

*The Eagle* Tuesday, December 11, 1990



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"COMMUNITY AWARENESS"

Mount Pleasant **Daily Tribune**

© 1990 Mount Pleasant Daily Tribune

116th Year, No. 293 Mount Pleasant, Texas 5 Sections, 36 Pages

# Christmas time for giving

## Numerous charities meet needs

By MIKE DAUGHERTY
Tribune Staff Writer

Christmas is about many things, not the least of which is giving.

And the local community seems to contain a wealth of givers, as evidenced by the many groups and organizations that conduct food drives, fund drives, toy drives and a host of other charity programs for the less fortunate.

The Love-in-Action Center, the Ministerial Alliance and the Texas Department of Human Services are just a few of the organizations involved in those causes. Additionally, several local businesses, such as Brookshire's, Super One and Domino's Pizza, are heading campaigns to provide food for different groups.

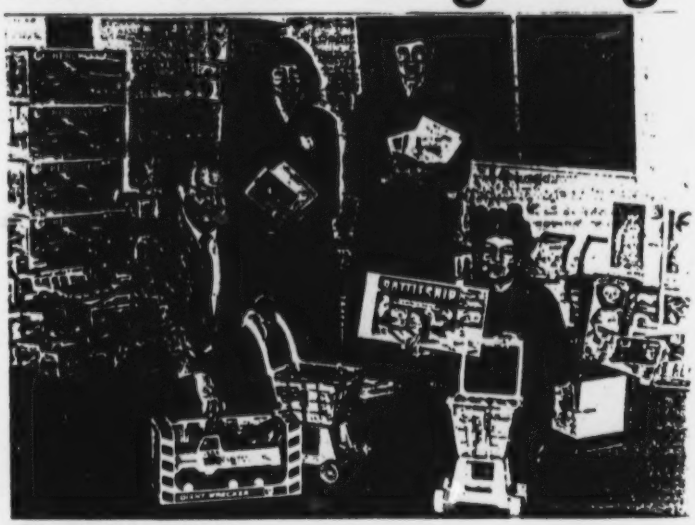
In addition, the Cypress Basin Hospice, which meets the many needs for people with terminal illnesses and their families, is holding its "Torch Drive." Donations of $10 to the hospice will give a light to the torch in front of the Mount Pleasant-Titus County Chamber of Commerce office, or torches located in other area counties.

Linda Bethard, a full-time volunteer for Love-in-Action, said that not only does the center need donations of various items, but also volunteers.

The center expects to meet the needs of 85 to 90 families (250 to 300 children) by "providing a Christmas for those who otherwise would not have a Christmas, or have a very sparse Christmas," she said.

Volunteers are soliciting do tions of toys, candies, fruits, n money and items for teenag

See Charity, pg. 12



## Charitable effort

The Empty Stocking Fund, administered by the Ministerial Alliance, is one of the many local charities which give new toys to children in the community who would otherwise not receive Christmas gifts this year. The Rev. Jim Ross (far left) and Joan Petty hold some of the items to be distributed this season. Nancy Hairston and Su Barker (standing), of the Literacy Council, hol books that will also be given to each child wh receives a gift from the Fund. TRIBUNE photo b Mike Daugherty.



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## Charity from page 1A

and infants.

The need for gift items appropriate for teens is most acute, Bethard said, because "people tend to leave teens out."

Additionally, the center is in need of heavy duty garbage bags, 3x5 index cards, wrapping paper and tags, scissors and volunteers to map routes and sort, bag and deliver gifts.

Anyone wishing to help the Love-in-Action Center can contact Bethard or Evett Pilgrim between 10 a.m. and 3 p.m. Mondays through Thursdays at 577-0593 or go by the group's office at 113 East 2nd Street.

Once again, the Titus County Ministerial Alliance is sponsoring the Empty Stocking Fund to provide new toys for more than 500 children in the Mount Pleasant area.

"We have received generous support in the past to enable us to do this," said the Rev. Jim Ross, who heads the Alliance's effort.

Ministers from local churches have collected about $7,000 worth of new toys from people and local businesses. The Texas Department of Human Services assists by determining the eligibility of families to receive toys.

"This year the Literacy Council is providing a new book for each child who receives a toy," Ross added. The books range from 3-month-old infants' books to children's and teens' classics.

Monetary donations to the Empty Stocking Fund can be sent to P.O. Box 967 Mount Pleasant, Texas, 75455.

The aged and disabled are often neglected during the holiday season. This year the staff at the Texas Department of Human Services is undertaking a project labeled "Marny's Friends."

The project was named after the Marny Green, a co-worker at the department, who worked with aged and disabled persons in the community and was killed in an automobile accident this year.

Marny's Friends is providing gifts and extra needs to residents of local nursing homes, adult foster homes, adult protective clients and disabled adults. They are accepting donations of many items including socks, slippers, shaving cream, candies, stamps and stationary, robes and pajamas, brushes and combs, dominos and large print cards and reading material.

Additional items include lotion, soap, deodorant, toothpaste and toothbrushes, shampoo, insect spray, heaters, smoke alarms, walkers, can openers, wheelchairs, linens, fire extinguishers and potty chairs.

Any items received will be us locally. Donated items and mor tary contributions should be tak to the DHS office located at 3 East 11th Street in Mount Plea ant. For those unable to deliv their donations, members of t staff would be happy to pick those offerings.

Efforts are underway by son local businesses to assist the hu gry and needy. Brookshire's a Super One grocery stores ha boxes at the front of their stores f food items.

Domino's Pizza is also parti pating in a food drive which w continue through Tuesday. F every three cans of food (or a bra new toy) brought into the pi service, Domino's will give a coup for a dollar off of the custome next pizza order.

"Helping adults learn to read and write."

Northeast Texas Community College
Titus County Literacy Advisory Council
209 N. Madison
Mt. Pleasant, Texas 75455
214-572-5154

MERRY CHRISTMAS

Funded through a grant from the Texas Education Agency for English Literacy

Northeast is an affirmative action, equal opportunity institution

Bookmarks placed in all children's books.



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Daily Tribune Friday

December 14, 1990

*Grace Drews, project volunteer, helps Christina Soto, Cynthia Soto and Crystal Lennox work on their reading readiness skills.*

# *Family Literacy Program*

## A new concept on teaching Johnny to read

In a small back room of the Northeast Texas Community Adult Education Center at 209 N. Madison, Grace Dace helps three pre-schoolers hunched over a cardboard box-table put puzzles together.

Grace is a volunteer in the Family Literacy Program, a series of three, six-week courses funded by a Texas Education Agency special projects grant. While Grace works puzzles and helps the children with other reading readiness activities, their parents sit at a table in front of the center and receive instruction in ways to prepare their children to read from various trained tutors and visiting experts.

"The idea is to break the cycle of illiteracy within the family and to promote reading and the importance of reading when the children get into school," explains Sue Barker, administrator of the program.

On this particular day, Joan Short, a representative from the Region VIII Education Service Center, is talking with parents about parenting and survival skills. Other sessions teach reading strategies so parents will be able to help their children be prepared to read when they reach school age.

The community has become very interested in the Family Literacy project. Five Mount Pleasant Girl Scout troops have initiated a book drive to collect used books. These books are made available to the children who visit the center so each one may take home a book of his or her own. Mark Levesque, principal of E.C. Brice Elementary School, is coordinating the Reading Is Fundamental (RIF) program with the Family Literacy Project and he and Barker hope to hold a big kick-off celebration in February to launch the reading programs.

The project is also getting started in Pittsburg and Mount Vernon. Myra McGinnis and Jim Swann, instructors in the English as a Second Language program at NTCC, are working with the ESL population at El Calvario Baptist Church to institute the literacy program.

"We feel even though we're starting out small, we'll grow," says Barker. "So much of this has to be word of mouth. We're working to break the intergenerational cycle of illiteracy."



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## "COMMUNITY AWARENESS"

Page 14, Mount Vernon Optic-Herald, Thursday, December 20, 1990

*THE READING RAINBOW reading program is being brought to a selected group of 19 first grade students at Mount Vernon Elementary School by Samantha (Sam) Calhoun, top left, a volunteer with the Franklin County Public Library. The books are reinforced through videos and activities to aid learning. (Optic Photo by Lillie Bush)*



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Mount Vernon
Optic-Herald
Vol 116 - No. 35 Mount Vernon, Franklin County, Texas Thursday, April 18, 1991

# Local Programs Spotlighted During National Library Week

Various learning experiences are offered for citizens through the Franklin County Library. An emphasis is being placed on making area residents aware of the local programs during National Library Week, April 14-20, 1991.

The most thought of service available at the local library stems from the more than 20,300 volumes of books, cassette tapes and video tapes available to patrons.

Among these volumes the special needs of patrons are also met through the collection of current bestsellers; large print books, books on tape for the sight impaired; reference collections including criticisms and biographies of authors; genealogy collection; telephone directories for many towns and cities in Texas; periodicals; and adult education books.

Circulation for March 1991 was 3,569, up from 2,993 the same month in 1990. A total of 44,252 volumes was used by the public in 1990.

The library's Literacy Project is now into its fifth year of operation with more than 200 persons involved as students in the program over

*See LIBRARY Page 2*

## *Library

*Continued From Page 1*

that period of time. In addition, 75 volunteer tutors and workers assist with the program. Sue Barker is coordinator for the Literacy Project, assisted by Jean Shelby.

The teaching of English as a Second Language is also done in Monday morning and evening classes.

The Family Reading Program, a six-week program, is taught from time to time. The program is designed to help parents relate to young children, and helps the parent develop teaching methods for use with their children.

The Reading Rainbow program is taught by Literacy Project volunteers at Mount Vernon Elementary School once weekly as part of the "at risk program." The Reading Rainbow is also used in connection with the ESL program for children of ESL parents. The program combines the written word with drawings and video presentations to make learning both easier and fun.

The Library's Summer Reading Program targets children from pre-school to third grade



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TIMES/ER photo by Kathy Zwernemann

JoAnn Cochran, project volunteer reads to Tuesday and Crystal Lennox

oasis without benefit of a machine or electronics.

The report also found an improvement of listening comprehension. If a child has never heard a certain word, he'll never use it. Listening comprehension must come before reading comprehension.

Barker suggests beginning to read to children as young as possible using rhymes and songs to stimulate language and listening skills. "Try to set

See Family, pg. 3C

# Project Family adds new life to old tradition

By KATHY ZWERNEMANN
Family Living Editor

Some family traditions should never be broken, especially those that instill harmony, provoke the imagination and open communication.

The Northeast Texas Community College Adult Education Center in downtown Mount Pleasant offers a program geared to put reading back into the home as a pleasurable way for families to spend quality time.

Sue Barker, family literacy coordinator explained, "Many parents remember being read to in their early childhood. It is a big part of their memory. They can almost smell the bacon frying in the kitchen as Mom cooked breakfast while Dad read the Sunday morning comics aloud. We're still after those feelings."

Project Family meets at the center each Monday at 10 a.m. Pre-school children are invited to accompany parents and are treated to a reading session and computer skills. In a seperate room, parents are tutored on reading strategies that will enhance the child's comprehension and captivate his interest. The program also promotes basic literacy profeciency in the parents and improve general parenting skills.

The rewards for children are two-fold in that they not only participate in reading readiness activites but develop social skills as well.

Barker encourages the parents to develop an art of storytelling. "Tell about something that happened yesterday or what you did when you were small. Tell about someone you know who is a good storyteller," she advised. "Make sure you answer the questions who, what, where, when and why.

"It's a think on your feet world, and becoming a good storyteller helps you think on your feet."

Barker and her volunteers use props to help make the stories come to life, including the old flannel board. "When parents use these things to reach the children, they find that they are having fun."

As an added incentive, the children are also given gift certificates from McDonald's, Herschel's, Arby's and Pizza n' Stuff. At the end of a session, both the children and the parents are allowed to take books home. After the parents read to the child, they are asked to record the youngster's comments and what the parents themselves learned while listening to the child interpret what he sees.

According to a report on the President's Commission on reading, the single most important activity for building the knowledge required for essential success is reading aloud to children. The initial reasons are to reassure, entertain, inform, arouse curiosity and inspire. It is all done on a personal



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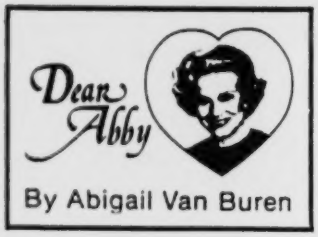
# Kids who are read aloud to are as rich as rich can be




DEAR ABBY: I am a parent and teacher, presently writing my term paper for a graduate degree. My subject is the effects of reading aloud to children. In my research, I found that in 1983 you recommended "The Read Aloud Handbook" by Jim Trelease, published by Penguin.

Abby, please tell your readers about "The *New* Read Aloud Handbook" by the same author and publisher. It contains updated lists of books to be read to children as well as research material confirming that reading aloud to children improves their vocabularies, awakens their imaginations and coaxes them away from the television.

But best of all, it instills in children the joy of reading.

REBECCA MEHL-WHITE,
HORNICK, IOWA

**DEAR REBECCA: Thanks for the wake-up call. I confess I was unaware that Jim Trelease had written a new, updated "Read Aloud Handbook." His first book sold more than 1.5 million copies and richly deserved the acclaim it achieved in the United States, Canada, Great Britain, Japan and Australia. Parents and teachers wrote to thank me for recommending it.**

**I immediately bought "The *New* Read Aloud Handbook" and found it well worth the $9.95 I paid. If it isn't in every bookstore and public library in the country, it should be.**

**It was in "The Read Aloud Handbook" that I found the beautiful poem "The Reading Mother" by Strickland Gillilan from which I quoted the following:**

**"You may have tangible wealth untold;**
**"Caskets of jewels and coffers of gold.**
**"Richer than I you can never be —**
**"I had a mother who read to me."**



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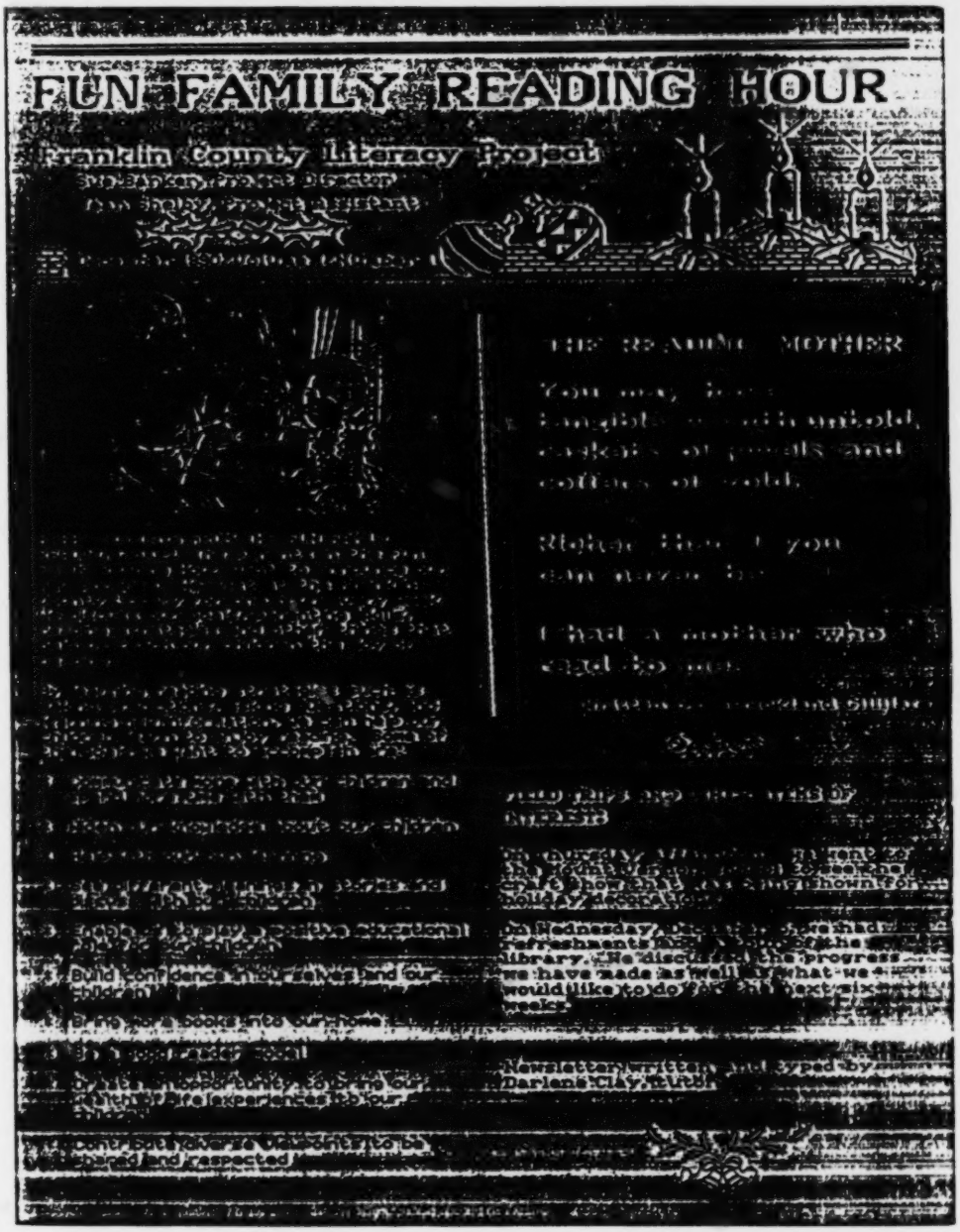
## "COMMUNITY AWARENESS"



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"PROJECT FAMILY PARTICIPANT TELLS HER STORY."

# Franklin County literacy program grad tells her story

**The following speech was written and given by Maryjoe Ross at a library conference at East Texas State University this fall, and is reprinted with permission from the *Mt. Vernon Optic-Herald.***

OPTIC-HERALD

***Maryjoe Ross and tutor Barbara Wade share a special relationship***

My name is Maryjoe Ross. I live in Mount Vernon which is in Franklin County. I am married and the mother of two girls ages 2 and 4. I have been a student in the Franklin County Library Literacy Project for 2 1/2 years.

This is my story.

As a child I began to learn to read even before I started school, because several of my older cousins were teachers, They gave me ABC blocks and books.

I enjooyed kindergarten and school and did well until the fifth grade. That was when my father died. We were very close and his death caused me to almost have a nervous breakdown.

One result was memory loss. I just could not remember even simple words. They put me in special classes where I would get personal help.

Some of the teachers did help but some just did not have the time to work with me on a one-to-one basis.

With my mother and step-father's help I did manage to graduate from high school. She helped me study. When it was time to take a test, I did a lot of guessing. I would try to remember key words and then try to figure out what answer the teacher wanted.

About a month after graduation I got married. I continued to work in a nursing home in the laundry and kitchen. Neither of these jobs required much reading so my not being able to read well was no problem.

Over the next few years I gave birth to two daughters. They are the joy of my life. However I realized that I would not be able to read to them or help them with their school work.

Over two years ago, my Mother and step-father heard on the radio about the Franklin County Library Literacy program. It is a free program with one-to-one tutors to help those who cannot read well.

She knew that I wanted to read better and be able to write letters to family and friends. So with a little push from her and my step-father, I came to the Franklin County Library and asked about the program.

Sue Barker and Jean Shelby told me all about the program and said they would find a tutor to work with me.

A week later I met Mrs. Barbara Wade. She has been my tutor and friend now for 2 1/2 years. She has helped me to read and spell better. She has encouraged me when I wanted to quit.

There have been times when we did not get to meet because of illness in our families. My mother di August of 1990 and one of he wishes was for me to learn to well.

Now I'm having to help take c my step-father and help him t his business. He takes care of m while I go to the library and rea

**See Maryjoe, Pag**

"Project Family" participant tells her story.

## Maryjoe

**From Page 9**

my tutor. Reading is so important to all parts of life. If a person can read, she can learn anything she wants to.

I think the library is a perfect place to have a literacy program. Everyone thinks you go to the library to read. You are not embarrassed to go there. No one has to know you can't read if you don't tell them.

It is important for our state and country to teach as many people as possible to read. Reading people can have jobs. They can take care of themselves. If they can do this they can get off welfare.

This would lower our government's spending and give that person a sense of pride in herself.

A person who can read and be informed can decide for herself who to vote for. Our country needs informed voters.

I am so grateful to the people at the Franklin County Library for all the help that they have given me.

We need more programs like this one and more tutors. If we had the programs and tutors then every person who wanted to would be able to learn to read.

If my mother could have been here today, she would have been so proud!

Thank you for inviting me!



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**EFFECTIVE**

# BREAKFAST WITH BARBARA BUSH!

RISE AND SHINE!! Every Sunday morning your family can enjoy breakfast together while listening to Mrs. Bush's Story Time at 7:30 a.m. on KXAL 103.1 on your radio. Mrs. Bush will be introduced by popular cartoon characters---Mickey and Minney, Garfield, Bugs Bunny, and more--and will read an exciting story to children. Reading Tips for parents will follow the story plus interviews with celebrities such as Oprah Winfrey, Bob Saget, Peter Jennings, Julius Irving, and more.

Parents, take advantage of this quality time with your children. Remember, "Reading aloud is the single most important activity for building the knowledge required for eventual success in read."

For parents who have difficulty reading, help is available. Call the Adult Education Center located at 209 N. Madison downtown Mt. Pleasant. Reading lessons are free and private. For more information call 572-5154.

Mount Vernon Optic-Herald, Thursday, October 11, 1990

*JOINING FORCES in the battle against illiteracy are volunteers with the Franklin County Literacy Project and members of the Mount Vernon Girl Scouts of America troops. Girl Scouts nationwide have adopted literacy programs as their community service project for the year. Along with literacy project volunteers, the girls will help spread the word about the program's availability. They helped pass out literature to those attending the CountryFest Saturday, Oct. 6, 1990. (Optic Photo by Lillie Bush)*

# KXAL Features "Mrs. Bush's Story Time

Every Sunday morning families can enjoy breakfast together while listening to *Mrs. Bush's Story Time* at 7:30 a.m. on ABC Radio Station KXAL 103.1.

First lady Barbara Bush will be featured in the 30 minute, 10-week series starting Sept. 16, 1990.

Mrs. Bush will be introduced by popular cartoon characters, Mickey and Minnie, Garfield, Bugs Bunny, and others, and will read an exciting story to children. Reading tips for parents will follow the story plus interviews with celebrities such as Oprah Winfrey, Bob Saget, Peter Jennings, and Julius Irving.

Parents are urged to take advantage of this quality time with children. "Reading aloud is the single most important activity for building the knowledge required for eventual success in reading," stated Sue Barker, coordinator for the local Literacy Project.

For parents who have difficulty with reading, help is available. Call the Franklin County Literacy Program located at the Franklin County Library, 537-4916. Reading lessons are free and private.



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## "COMMUNITY AWARENESS"

# WATCH

**Mon. 7:30**

**Thurs. 6:00** "Notebook"

**Our Center on T.V.!**

**Channel 54**

QUOTES FROM MOM

"Shows me how to read better to my kids."

"I read the stories and break them down, ask questions and make more interesting."

"A little school to her"

"It's helping Crystal get ready for school, being with a teacher and all."

"When am I gonna go back to my school?"

"I like to read and I want them to read."

"Project Family" Mother and Daughter participated on TV panel.



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## EFFECTIVE

"WARM UP TO READING"

MEMORANDUM

TO: Literacy Volunteers

FROM: Sue Barker

RE: "Warm Up To Reading"

DATE: January 18, 1991

The Mt. Vernon Schools are sponsoring a special reading day called "Warm Up To Reading." The Franklin County Literacy Project has been asked to help by reading children' books aloud to elementary classrooms (pre-K through 3rd grade).

Please join us and read a story to an eager group of children.

Jan. 14-17--Come by Franklin County Library and choose a children's book.

Jan. 18------9:30 A.M. meet in Mt. Vernon Elementary School Library and pick up a "LITERACY PROJECT VOLUNTEER" name tag.

January 24, 1991

Dear Sue,

Just wanted to send you a word of appreciation for your help last Friday during our "Warm Up to Reading". I'm proud to have such an advocate for children and for literacy in our county.

Please express my appreciation to those volunteers who came to share their time in our school.

Sincerely,

Larry Hahn

Larry Hahn
Principal

**EFFECTIVE**

FRANKLIN COUNTY LITERACY PROJECT
Franklin County Library
P. O. Box 622--Phone (214) 537-4916
Mount Vernon, Texas 75457

SUE BARKER
Project Director

April 4, 1991

Mr. Larry Hahn, Principal
Mt. Vernon Elementary School
Drawer N
Mt. Vernon, Texas 75457

Dear Mr. Hahn:

As director of the Franklin County Library Literacy Project, I would like to commend the Mt. Vernon Elementary School as being a major source in identifying and channeling parents into Adult Education.

By helping with recruitment, we have watched our program grow from basic literacy to GED preparation, ESL and our newest venture, Family Literacy.

Your support of our "Reading Rainbow" program, has allowed a dedicated literacy volunteer, Mrs. Sam Calhoun to give many primary "at-risk" students an added boost in reading this year.

Working together we are breaking the cycle of illiteracy in Franklin County.

Sincerely,

Sue Barker, Director

ADULT EDUCATION CENTER
209 N. MADISON
MT. PLEASANT, TEXAS 75455
(214) 572-5154

*Working together to make a better future*

TO: Education and Governmental Agency Representatives

FROM: Sue Barker - Literacy Project Coordinator

DATE: November 1,1990

RE: Family Literacy Project

On November 8,1990 at 10:00 a.m. Northeast Texas Community College will host an information sharing meeting concerning the new "Project Family" literacy program currently being implemented by the Adult Education Department. This exciting pilot program will be conducted in Pittsburg at the Public Library and coordinated by Dr. Deborah Stansberry and Sherry Hudnall. The Mt. Pleasant project will be located at the Adult Education Center downtown and at El Calvario Church under staff coordinators Sue Barker and Jim Swann.

The purpose of this meeting is to provide you, as representatives of your community, with an overview of the program's objectives and to receive valuable input from you, as well.

We will meet at Northeast Texas Community College in the board room of the Administration Building. We sincerely hope to see you there.

CC: Dr. Judy Traylor
CC: Dr. Susan McBride



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# PROJECT FAMILY

*A FAMILY LITERACY PROJECT FUNDED BY A TEXAS EDUCATION AGENCY SPECIAL PROJECT GRANT (JULY 1, 1990-JUNE 30, 1991)*

## ADVISORY TASK FORCE MEETING

November 8, 1990
10:00 a.m.

AGENDA

SUE BARKER, PRESIDING

1. INTRODUCTIONS . . . . . Sue Barker
2. PROGRAM OVERVIEW . . . . . Dr. Judy G. Traylor
3. PROCEDURE FOR IMPLEMENTATION. . . . . Dr. Judy G. Traylor
4. PROGRAM CURRICULUM AND COURSE SCHEDULES . . . . . Sue Barker
5. TARGET POPULATIONS. . . . . Sue Barker
6. RECRUITMENT BRAINSTORMING SESSION

NORTHEAST TEXAS COMMUNITY COLLEGE

PROJECT FAMILY ADVISORY TASK FORCE
November 8, 1990 - 10:00 a.m.

Task Force Members:

Dr. Susan McBride, Dean of Instruction, Northeast
Dr. Judy G. Traylor, Director of Adult Education, Northeast
Sue Barker, Project Family Coordinator, Northeast
Sherry Hudnall, Project Family Assistant Coordinator, Pittsburg
Dr. Deborah Stansbury, Assistant to the Superintendent, Pittsburg ISD
Dr. Roxanne Crouch, Principal, Pittsburg ISD
Jim Swann, ESL/Amnesty Project Coordinator, Northeast
Myra McGinnis, ESL Teacher, Northeast
Roy Roundtree, East Texas Council of Governments
Patty Milam, Department of Human Services
Pastor and Mrs. Jose Cardenas, El Calvario Church, Pittsburg, TX
Darleen Clay, Volunteer, Franklin County Literacy Project

The meeting was called to order by Sue Barker, who as moderator, welcomed the members to the meeting. As this was the first meeting of the task force, the participants introduced themselves and gave a brief explanation of their occupations and interest in the family literacy program.

Dr. Traylor provided an overview of the program encompassing the history, funding, and logistics of the project.

Program curriculum and course schedules were presented by Sue Barker and Sherry Hudnall, who also led a group discussion on target populations and sites.

All members voiced their opinions on possible recruitment techniques which is a major challenge at this time.

Patty Milam discussed characteristics of AFDC clients and invited Mrs. Barker to further explain the program objectives to DHS staff on November 19, 1990.

Remarks by Jim Swann and Myra McGinnis presented the ESL approach to family literacy.

Dr. Susan McBride expressed the commitment of Northeast to furthering adult literacy in this area.

The Pittsburg delegation expressed particular interest in two possibilities: temporary employment of a consultant to visit homes of school students selected by PISD diagnostician and after school homework assistance for at-risk students by PISD teachers while volunteer tutors work with parents (possible financial aid from ETCOG-PIC).

With no other pertinent issues or concerns, the meeting was adjourned.

Respectfully submitted,

Sherry Hudnall
Recorder

## EFFECTIVE

ADULT EDUCATION CENTER
209 N. MADISON
MT. PLEASANT, TEXAS 75455
(214) 572-5154

*Working together to make a better future*

MEMORANDUM

To: Lynn Eggers

From: Sue Barker

Date: November 5, 1990

Re: Family Literacy

We are beginning our Family Literacy program in Mt. Pleasant and Mt. Vernon. In talking with Joan Vaughn on November 1, she suggested that you might know of someone who could benefit from our services. If so, please contact me at the Adult Education Center, 209 N. Madison, Mt. Pleasant, Texas 572-5154 or Franklin County Library, 537-4916.

Time of our classes is pending, due to student response. Your help in recruitment is appreciated.

note to AFDC contact person
Paris, Tx.



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Camp County Literacy Program

November 16, 1990

Ms. Becky Marroquin
Department of Human Services
P. O. Box 1063
Gilmer, Texas 75644

Dear Ms. Marroquin,

I plan to be in Gilmer very soon and would like to meet with you in the hope that our two job services will be mutually beneficial. Until then, let me introduce myself on paper. I am the director of the Camp County Literacy Program and the assistant project coordinator for Project Family, a pilot program in family literacy being implemented through Northeast Texas Community College. My office is located in the Pittsburg Public Library where I recently met Jan Greenvood. She suggested that I contact you concerning our new project.

Project Family is designed to help parents in the areas of basic literacy, parenting, and survival skills. The curriculum includes a children's reading selection, an adult reading selection, and a reading strategy. Parenting skills and survival skills are subtly brought out through the adult selection. The special population we specifically hope to reach are AFDC recipients and LEP's. The program will be carried out in Pittsburg at the public library, in Mt. Pleasant at the Adult Education Center, and in the Mt. Vernon Public Library. It will operate in six-week segments with classes conducted twice a week for 1½ to 2 hours each. Special events such as field trips and guest speakers are also planned. While a volunteer tutor works with parents, their children will be enjoying pre-school activities consisting of stories, songs, coloring, and watching a "Reading Rainbow" video.

Public schools are participating by helping us locate families with greatest needs and in publicizing the program. We are happy to have their support and cooperation, but as

I am sure you know, the people we want to help the most are also the people least likely to voluntarily join any program aimed at self-improvement. Since you are directly involved with these people, I would appreciate your comments and suggestions on how we might encourage their participation in what we think is a very exciting project. I hope I have provided you with an over-view of the program. I will be contacting you soon and eager to hear any ideas you may have.

Sincerely,

Sherry Hudnall
Director



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Ho! Ho! Ho!

Come see Santa Claus!
and hear him read his
favorite Christmas Story!

Santa will be at the
Pittsburg Public Library

Saturday, Dec. 15 at 10:00 am

Parents, bring your cameras
for pictures with Santa !

## EFFECTIVE

### Girl Scout workshop

Girl Scout organizers from Mount Pleasant recently attended a day-long workshop in Paris. Debra Bowen, secretary and Kellye Bohlken, chairman, exchange information with Miriam Brooks, (on the left) interim executive director of the Red River Valley Girl Scout Council. The Girl Scouts began their membership drive in Titus County this month. Courtesy photo.

# Girl Scouts join effort to fight illiteracy

The Red River Valley Girl Scout Council (RRVGSC) will join the councils nation-wide this fall in a national effort to combat illiteracy.

Girl Scout officials have formed a local task group of 14 members representing Valliant, Deport, Sulphur Springs and Paris to develop objectives and goals for the council project, "Right to Read".

Priscilla Merriman, "Right to Read" staff coordinator, noted that the national campaign will kick off at the Girl Scout national convention to be held in October in Miami. Following the convention, the girls will begin the campaign on a local level.

The program wil begin with self improvement for girls representing the 13 counties the RRVGSC serves. Following self improvement, the girls will go into the community to provide service projects and address community literacy needs. Ms. Merriman noted that she feels the project will be ongoing and will have a long lasting impact.

"Long range, I see a lot (of potential) for it (Right to Read program)," she said. "If literacy and self concept are tied to all of the problems we have with youth and society, then I see a lower illiteracy rate, a drop in unwed mothers, less kids getting involved in drugs and alcohol, less kids dropping out of school...everyone is going to win from a situation like this."

For more information, contact the RRVGSC at (214) 784-0803.

TO: Mt. Pleasant Girl Scouts

FROM: Sue Barker, Literacy Coordinator

DATE: December 5, 1990

RE: Literacy Project Visit

The Mt. Pleasant Literacy Project was pleased to have you visit our center. You will be delighted to know some of the children's books you donated have already been distributed.

Thank you for sharing the joy of reading with others. Also, a special thanks for the help with publicity.



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## EFFECTIVE

ADULT EDUCATION CENTER
209 N. MADISON
MT. PLEASANT, TEXAS 75455
(214) 572-5154

*Working together to make a better future*

MEMORANDUM

TO: Rand Knotts, McDonald's

FROM: Sue Barker, Family Literacy Coordinator

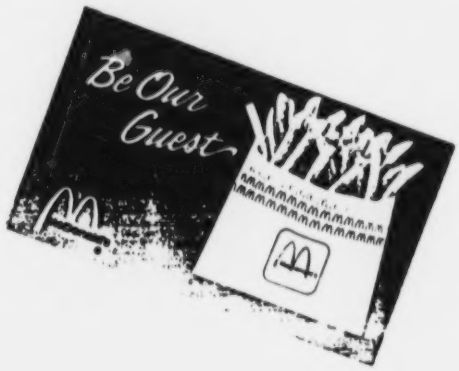
DATE: February 11, 1991

RE: Coupon Donations

Thank you for the coupons from McDonald's that were donated to our Family Literacy project.

The students were excited and can hardly wait to redeem them. We have found them to be great incentives.

We appreciate your generosity.



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# LITERACY

Congratulations to you for your ability to read this newsletter! If that sounds a bit peculiar, consider the fact that many, possibly hundreds, of Camp County residents cannot read because of illiteracy or lack of knowledge of the English language. Texas ranks 47th in literacy among the 50 states. We at the Camp County Literacy Program are working to change that! Please take a few moments to find out what's going on locally.

## PROJECT FAMILY

The newest addition to CCLP's activities is a family literacy project. The focus of family literacy is the development and expansion of literacy activities within the home environment. We are a participant in Project Family, a special project of Northeast Texas Community College and supported by a grant from Texas Education Agency. By attending a weekly class for six weeks, parents learn to communicate reading-readiness skills to their children. This project will hopefully result in greater reading skills for both parents and children and begin to break a chain of illiteracy which tends to plague many families. Here are comments by some of the parents who took part in the first series of classes when asked what they learned and enjoyed most:

"I learned to take time out while reading to have the kids talk to me about what is happening and is going to happen."

"Now I encourage my children to guess ahead, and I praise them for their ideas."

"I wish the class had been longer."

Many thanks to volunteer tutor Ruby Dee Geisendorff for her enthusiasm for and commitment to Project Family. We also wish to thank Dairy Queen owners Bob and Lynn Braucht for contributing prizes and Hardee's for the delicious lunch they provided at our last meeting.

## SERVICES OFFERED

## ENGLISH AS A SECOND LANGUAGE

As you well know, Camp County is now home to many people who do not speak or understand English. To help them learn English, we hold weekly classes on Thursday evenings and are in the process of forming a day class to be held in the community room of the library. Volunteer tutors Lee and Theresa McIntyre use a Spanish-English video and workbooks to teach survival English and communication skills. Their energy and enthusiasm are making a big success of this project.

## THANK YOU!!!

The Camp County Literacy Program owes thanks to many in our community who have aided us with financial assistance, classroom facilities, publicity, and countless other forms of support. We take this opportunity to thank them publicly. They are:

Dr. Beverly Robertson
Dr. James W. Coldsnow
Pittsburg National Bank
Mt. Pleasant Savings and Loan
First State Bank
Pittsburg Medical Center
The Pittsburg Gazette
Pittsburg Independent School District

Without their contributions it would be very difficult to offer a quality program for our students.



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**EFFECTIVE**

# The Pediatric Press

Vol. 1, No. 1 A publication of the Pediatric Clinic, P.A. Fall 1990

## PARENTS' CORNER

**Need Help With Reading?**
**FREE adult/family reading classes**
**Northeast Texas Community College**
**Adult Education Center**
**209 N. Madison, Mt. Pleasant**
**572-5154**
**Volunteer to help or tell a friend who could benefit!**

**EFFECTIVE**

# ADULT EDUCATION CENTER

**209 N. MADISON**
**MT. PLEASANT, TEXAS 75455**
**(214) 572-5154**

**Working together to make a better future**

## MEMORANDUM

TO: Susan Burns

FROM: Sue Barker - Literacy Coordinator

DATE: December 10, 1990

RE: Publicity - The Pediatric Press

We greatly appreciated the publicity you gave the Titus County Literacy Project in your recent newsletter. We have already had a volunteer to call.

Thank your vor helping "spread the word."

# EFFECTIVE

Don't Forget!
Family Reading
10:00 a.m.
Franklin County Library
Wed. March 20th.

book:
Amanda & the Mysterious Carpet
flannel board:
"The Big, Big Turnip"

personal notes to Parents encouraged attendance

Please join us for "Family Reading"
Wed. Feb. 20, 1991 10:00a.m.-11:00a.m.
Franklin County Library

REMEMBER
When you spend time reading with children,
they learn that reading is fun.
When children see you reading,
they learn that reading is important.

Literacy Volunteers
of Northeast Texas
Franklin County Library
Mount Vernon, Tx. 75457

Dear Christina,
We had fun at pre-school last Mon. We heard stories and used glue and scissors. We also did some neat puzzles.
Please join us next Mon. at 10:00 a.m. - 11:00 a.m.
Bring your Mom & Dad, too!
See you next Mon. March 4.
You will like it!
Your friend,
Mrs. Barker

notes sent to "Project Family pre-schoolers"

Dear Amber,
We had fun at pre-school Mon. We heard stories and made things with glue and scissors
Our Moms had fun, too!
Please join us next Mon. Mar. 4 at 10:00 a.m.
We'll be looking for you!
Pre-School Kids
Adult Ed. Center



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# CURRICULUM

# and

# INSTRUCTION

# CURRICULUM AND INSTRUCTION

## AN OVERVIEW

After careful review of various family literacy materials from a number of publishers, the decision was made to use New Readers Press Family Reading as the core curriculum. This decision was made upon several factors.

The goals and objectives of Family Reading was most closely aligned with those of Project Family. The children's stories included in the New Readers Press package were entertaining and had been carefully chosen to illustrate the reading strategies being taught. A collection of resources, such as Reading Rainbow, already owned by local literacy consortium members was easily adaptable to the Project Family curriculum. The adult reading selections were also interesting as well as subtle in their application of parenting and survival skills.

The photocopy masters provided in the package simplified the task of equipping tutors and students with the sample lesson plans and materials used as guides for each class structure. Additional forms guided parents toward increasing literacy activities with their children through visiting the public library, setting reading goals, improving vocabulary skills and other exercises as demonstrated in the following samples. Folders given to participating parents included all forms and were updated each week with the current reading selections and activity sheets. An attractive Certificate of Recognition (Appendix B) was also available for presentation at the conclusion of the six-week course.

Another advantage in using Family Reading as the core material was the inclusion of a tutor training guide and video. The guidebook was extremely useful to project coordinators. The highlight of the training session was the opportunity for tutors to view an actual class in progress on video as a model for their own classes.

All enclosures pertaining to parents' curriculum are color coded **blue.**

While parents' attention was focused on children's literature provided in the Family Reading curriculum, children were involved in

activities centered around Reading Rainbow, an intergenerational approach to reading. The objectives and benefits of this exciting parent/child reading program were almost identical to those of Project Family.

The class structure for children was less regimented than the parent class. Each class opened with "center-time" for puzzles, games, and art which allowed for the development of socialization skills. A Reading Rainbow story and video followed with a more formal lesson plan of related and additional activities. The class session concluded with comprehension, inferential, and experiential questions and answers. Each child was awarded an imaginative Reading Rainbow Certificate of Recognition (Appendix D) designed by a volunteer tutor. Other rewards included children's books donated by local girl scouts and coupons donated by local restaurants.

All enclosures pertaining to the children's curriculum are color coded **yellow.**

As encouraged in **Project Family** tutor training sessions, tutors took the core curriculum planned by project coordinators and carried it out inserting their own teaching ideas to help meet the needs and interests of the students. Many supplementary instructional materials were also made available to volunteer tutors and students by project coordinators.

All enclosures pertaining to supplementary materials are color-coded **orange**.

Supplementary instructional activities are color-coded **ivory.**

A comprehensive guide to additional resources is included for the benefit of anyone interested in developing a family literacy program.

# INSTRUCTION

The goals for the curriculum were specific to the goals of Project Family. The overall goal was to develop a holistic family literacy education curriculum for the implementation of a model family literacy program for educationally disadvantaged and/or limited English proficient adults in a variety of settings. This project focused on the entire family unit, integrating basic literacy skills, study skills, and parenting skills to empower parents to serve as positive role models for their children.

The core curriculum selected for Project Family was Family Reading by New Readers Press. This curriculum package addressed the overall goal.

Family Reading gives learners practice in good reading strategies using children's books and adult reading selections. It helps adults improve their own literacy skills while developing their ability to bring literacy skills into the home. The strategies are the instructional focus of the unit. They are tools that help people learn, because they actively engage learners and put them in charge of the reading process.

Reading strategies included are:

1. Asking questions
2. Creating stories from pictures
3. Observing and developing vocabulary
4. Connecting reading to personal experience
5. Making predictions
6. Rereading
7. Learning new information

# CLASS STRUCTURE

The structure for each class session taken from Family Reading followed a similar format. A general plan of organization was set up as a guide for volunteer tutors. Tutors followed these steps of instruction:

1. Introduce the genre.
   A. Provide background information, and
   B. Ask questions to evoke participation.

2. Introduce the children book.

3. Introduce the reading strategy (group demonstration and practice).
   A. Show the title and picture on the cover;
   B. Ask questions;
   C. Demonstrate the strategy, and
   D. Stop and review the strategy

4. Paired Reading

5. Follow-up activities: recording the strategy studied extending the discussion.

6. Introduce the adult reading selection.
   A. Read, using the strategy.
   B. Follow up activities, write and discuss.

7. Reading at home: An assignment for parent and child.

8. Integrate parenting and survival skills to correlate with lesson or moral of children book or parent selection when possible. Example: "The Little Red Hen" - sharing work in a family
   "The Story Of Jumping Mouse" - tenacity required to complete a task.

By integrating basic literacy reading strategies and parenting and survival skills, a holistic approach to family literacy evolved. The curriculum package included a family reading classroom set, consisting of:

1. Family reading training set
2. Photocopy masters set
3. Teachers guide
4. Five copies of each of the children's books

# PARENTS' CORE CURRICULUM

## FAMILY READING

New Readers Press; 1-800-448-8878

**1st Six Weeks**

**Week 1** **Unit 6: Folktales**
Children's Story - Little Red Hen
Adult Story - Strawberries
Reading Strategy -- Making predictions

**Week 2** **Unit 1: Power of Stories**
Children's Story --In The Attic
Adult Story --- Black Boy
Reading Strategy-- Asking questions

**Week 3** **Unit 10: People and Society**
Children's Story -- How My Parents Learned to Eat
Adult Story ---A Traditional Meal
Reading Strategy-- Learning new information

**Week 4** **Unit 9: Science Books**
Children's story--Fire
Adult Story-- Fire
Reading Strategy-- Learning new information

**Week 5** **Unit 5: Reading Family Stories**
Children's Story --A Chair For My Mother
Adult Story -- Discovery of a Father
Reading Strategy-- Asking questions and making predictions

**Week 6** **Unit 4: Telling Family Stories**
Children's Story --- Tell Me A Story, Mama
Adult Story --- The Birth of My First Child
Reading Strategy -- Relating reading to personal experience

# ADULT CORE CURRICULUM

## FAMILY READING

New Readers Press; 1-800-448-8878

**2nd Six Weeks**

**Week 1** **Unit 8 - Poetry**
Children's Book -- Surprises
Adult Book -- Liver, Sun, and Asparagus
Reading Strategy -- Rereading

**Week 2** **Unit 2 - Wordless Picture Books**
Children's Book -- Amanda and the Mysterious Carpet
Adult Book -- Winning the Lottery
Reading Strategy -- Creating a story

**Week 3** **Unit 7 Fables**
Children's Book -- The Story of Jumping Mouse
Adult Book -- The Mouse at the Seashore
Reading Strategy -- Making predictions

**Week 4** **Unit 3 Concept Books**
Children's Book -- Shapes, Shapes, Shapes
Adult Selection -- Photographs (selected by instructor)
Reading Strategy -- Observing and developing vocabulary

**Week 5/6** **Ideas**
Student/tutor choice of any previous 10 books or selections
Parenting Workshop - Region VIII Guest Speaker
Student needs for parenting and survival skills

Parenting and survival skills are incorporated into each unit of

study through discussions in the adult reading selections. Current events are read and discussed each week using News For You (New Readers Press)

## PARENTING AND SURVIVAL SKILLS

**Week 1** **Telling Stories**

**Week 2** **Observing**

**Week 3** **Healthy Eating**

**Week 4** **Our Community - Using Telephone**

**Week 5** **Our Family**

**Week 6** **Reading Children's Books**

**Note: "Everyday Activities" can be used with any lesson.**

THE FOLLOWING MATERIALS ARE EXAMPLES OF HOW PARENTING AND SURVIVAL SKILLS WERE INTEGRATED WITH ADULT BASIC SKILLS DEVELOPMENT USING CHILDREN STORIES. THE LITTLE RED HEN WAS A PROJECT FAMILY FAVORITE.

## Unit 6 — *Folktales*

Children's book: ***The Little Red Hen***
Adult selection: **"Strawberries" told by Gayle Ross**
Reading strategy: **Making predictions**

**Folktales**

Folktales are old stories that have been told again and again through the ages. Each country has its own folktales. Folktales are simple stories, but they can have a deep meaning, too.

Folktales have great appeal for children because of their simple plots and lively characters. Some folktales deal with everyday events, others with strange journeys and magic. Some are funny, others very serious.

What folktales do you know? Do you tell any folktales to the children in your family?

***The Little Red Hen***

This European folktale tells about a hardworking little hen who has lazy friends. All the characters are animals. As you read the folktale, ask yourself this question: Do the characters in *The Little Red Hen* remind me of anyone I know?

**"Strawberries"**

This folktale from the Cherokee Indians tells about a quarrel between a husband and wife. It tells how they overcame their anger. We learn something about the origin of strawberries, too. Compare this folktale with *The Little Red Hen*. How do the endings differ?

**The reading strategy: Making predictions**

Predictions are guesses about what will happen. Good readers make these guesses as they read. They ask themselves: "What will happen next in the story?" Making predictions helps readers understand the story and stay involved.

How will you make predictions? Past events in the story will give you clues about what may happen next. Your own experiences will be helpful, too.

When you read the folktales, you will ask:

- What do I think will happen next?
- Why do I think so?



Included in Parent Packet

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### Activity sheet # 1

**Predictions: *The Little Red Hen***

1. What did you think would happen after the hen asks, "Who will help me cut and thresh the wheat?" _____

   Why? _____

2. What did you think would happen after the hen asks, "Who will help me take it to the mill?" _____

   Why? _____

3. What did you think would happen after the hen asks, "Who will help me bake a loaf of bread?" _____

   Why? _____

4. What did you think would happen after the hen asks, "Who will help me eat this bread?" _____

   Why? _____

EXAMPLE

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## Unit 6 — *Folktales*

Children's book: ***The Little Red Hen***
Adult selection: **"Strawberries"** told by Gayle Ross
Reading strategy: **Making predictions**

### Introduce the genre: folktales.

Distribute the summary sheet

**Provide background information.**

Folktales are old stories that have been told again and again through the ages. Each country has its own folktales. You may have heard some of these old stories from your parents or grandparents. You may even tell them to your children or grandchildren. Folktales are simple stories but they can have a deep meaning. Folktales are especially meaningful to children when a family member tells a story that has been handed down in the family's cultural tradition.

The names of some folktales are:

- *Jack and the Beanstalk*
- *The Three Wishes*
- *Cinderella*
- the *Anansi* stories from Africa

TUTOR GUIDE

**Ask questions to evoke participation.**

Ask learners questions such as:

- *What folktales do you know?*
- *Do you tell any folktales to the children in your family? Which ones?*
- *How do they like them?*

Share with learners folktales you know. Encourage them to do the same.

### Introduce the children's book.

*The Little Red Hen* was chosen because the repetitions in the story help learners get the feel for making predictions. In addition, this simple story provides wide-ranging opportunities for discussion. Give a brief introduction. Say something like this:

> The Little Red Hen *is about a hen who works hard but has lazy friends. All the characters in the folktale are animals.*







### Introduce the reading strategy.

This unit continues the strategy from Unit 5, that of making predictions. Good readers make predictions in order to make sense of what they read. Information in the story, or their own personal experiences, or both, are the basis for their predictions.

Different people may make different predictions, and even good readers may make predictions that turn out to be incorrect. The correctness of the prediction is not what's important. Rather, your aim is to involve learners in the process of thinking actively about what they read. It is important to get the learners talking and to keep them engaged.

To introduce the strategy, say something like this:

> *As you read the story, you will be making predictions or guesses about what will happen next. I will also be asking your reasons for making those predictions. The key questions I will ask are:*
> - *What do you think will happen next?*
> - *Why do you think so?*
>
> *Sometimes your reasons will come from the story. Other times you will be using your own personal experiences to make predictions. It doesn't matter if your predictions turn out to be incorrect.*

**Group demonstration and practice**

Distribute the children's book

**① Show the title and picture on the cover. Ask:**

- *What do you think will happen next?*
- *Why do you think so?*

Encourage participation and accept all answers. You may have to start off by making a prediction of your own. After several predictions have been made, have learners open the book and say:

> *Let's read to find out if we were right, and then make other predictions as we go along.*

**② Demonstrate the strategy: making predictions.**

Your task is to demonstrate the process of making predictions and to encourage the learners to make their own. Read the beginning pages; then make a prediction of your own. It might be about whether the hen's friends will help her. Then ask learners to guess why you made that particular prediction. Add any other reasons

EXAMPLE

# EXAMPLE

## Good reader strategies

*Family Reading* will give you a chance to practice some of the strategies that all good readers use. After a time, you will get into the habit of using these strategies with all your reading. They will help you get more—and more fun—from reading.

As you read children's books and adult selections, you'll practice these good reader strategies:

- asking questions
- creating stories from pictures
- observing and developing vocabulary
- connecting reading to personal experience
- making predictions
- rereading
- learning new information

These strategies can be used with many different types of books. In the workshops, you will learn the strategies one at a time. You will also be selecting books and talking about books with others. These are good reader strategies, too.

# EXAMPLE

## What children will learn

Reading together is a great way for adults and children to spend time together. It's fun, and it helps children learn. This page lists a few of the good things that happen. As time goes on, you will discover other good things, too.

**Your child will feel good about reading—and about himself or herself.**
When you read together, your child learns that reading is fun and important. But it's not just reading that counts. The time you spend together is special. Children feel important when special time is set aside for them.

**Your child will develop good reader qualities.**
Your child will:

- learn to talk and think about what is read
- ask questions, make predictions, learn new information
- discover many different kinds of books: books about magical things, books about everyday family events, books about the world, books with pictures and no words
- have favorite books, like having best friends

**Your child will learn important language skills.**

**Listening**

Your child will learn to listen as you read books. Your child's attention span will increase.

**Vocabulary**

Your child's vocabulary will grow. Your child will get used to the language of books.

**Talking**

Your child will learn to discuss books—and many other things—with you.

**Writing**

Reading to children often leads them to try and write their own story.

**Information**

From books, your child learns information and concepts. The more a child knows, the more that child is ready to learn.

# EXAMPLE

## Family reading record

_____

( Your name )

_____

( Child's name )

Title of book: _____

Child's comments and reactions:

_____

_____

_____

_____

_____

What did you learn from reading the book with your child?

_____

_____

_____

_____

What reading strategies did you use?

_____

_____

_____

# EXAMPLE

## Using the public library

The children's room of your public library has a wealth of interesting books. The librarian can help you find the suggested books on your list, and will be glad to recommend other books to you.

Do you have a library card? If you do, you can borrow books for you and your child. To get a library card, go to your nearest public library and fill out a simple form with your name and address. You will need to bring identification with you.

It is never too early to introduce your child to the library. Many libraries have storytelling hours, movies, and other special events for children and families. Does your child have a library card? Children can get their own library cards as soon as they can write their names.

Libraries also have information about jobs and community services. Most libraries have pamphlets about health, nutrition, and child care, and lists of helpful books that are available free of charge.

Location of your public library:

_____

Hours:

Weekdays _____

Saturdays _____

Sundays _____

Special events for children and families:

_____

_____

_____

## What goals have I met?

What was your biggest success in this program?

_____

_____

What goals did you bring to your reading program to start with?

_____

_____

Which of these goals have you met?

_____

_____

What other goals do you have for your own reading?

_____

_____

What other goals do you have for reading with children?

_____

_____

**Compare yourself now to when you began the program.**

| | a lot better | somewhat better | the same |
|---|---|---|---|
| Reading | 1 | 2 | 3 |
| Writing | 1 | 2 | 3 |
| Speaking | 1 | 2 | 3 |





**If you read to a child at home, how did it go?**

| | very | somewhat | not very |
|---|---|---|---|
| How much did the child like it? | 1 | 2 | 3 |

Which books did the child like best?

_____

_____

| | | | |
|---|---|---|---|
| How much did you like it? | 1 | 2 | 3 |

Which books did you like best?

_____

_____

**Rate the workshops.**

| | yes | somewhat | no |
|---|---|---|---|
| Did you like the workshop experience? | 1 | 2 | 3 |
| Did you like reading children's books? | 1 | 2 | 3 |
| Did you like the adult readings? | 1 | 2 | 3 |
| Was learning the reading strategies helpful? | 1 | 2 | 3 |

Which strategies did you like using?

_____

_____

EXAMPLE

# CHILDREN'S CORE CURRICULUM

## READING RAINBOW

*The Literacy Connection*

*An Intergenerational Approach to reading. Parents and children reading together breaking the cycle of illiteracy*

As parents attended family reading classes, children worked on reading and readiness activities directed by a trained volunteer. One of the major sources was Reading Rainbow.

The basic idea behind Reading Rainbow is to introduce good children's literature to children at an early age. By using a selected book list with accompanying videos endorsed by the Texas Education Agency and the Texas State Library, children are exposed to delightful books in many subject areas.

After seeing the book and being introduced to it by a tutor, the children hear the book read and shown in story form on video cassette. Many of the books on video are read by familiar movie stars such as Roy Clark and Lavar Burton.

Follow-up and reinforcement activities by the tutor include questions on the characters and story line which enhance "reading between the lines", a very useful skill in improving comprehension and vocabulary.

The literacy behaviors transmitted from tutor to child espoused such values as: (1) reading is important to me and I want it to be important to you; (2) reading is enjoyable and we can enjoy it together. In addition, the learning that occurs for the child is tremendous - from discussions about the story, from talking about the illustrations, from the child asking questions, and from the tutor asking questions.

Reading to young children before they enter school has been shown to be a predictor of reading success in school. Reading Rainbow helps provide an extra boost during the formative years to promote literacy in our adults of the future and motivate good readers for tomorrow.

The Reading Rainbow package includes:

***READING RAINBOW ANCILLARY MATERIALS LIST***

When ordering from GPN, please send a check with each order. If the order is more than $50.00, GPN will accept an institutional purchase order. GPN's Federal Identification Number is 47-049-1233.

| Order from: | Item/Description | Price |
|---|---|---|
| **Reading Rainbow/GPN**<br>**P.O. Box 80669**<br>**Lincoln, NE 68501** | **Reading Rainbow Packet**<br>(includes Booklist and other RR series information) | Packet cost: $2.50 |
| | **Videocassettes**<br>(one program per cassette) | Purchase: $38.25 per 30 Min. VHS cassette (cost includes public performance rights)<br>Only videocassettes ordered from GPN include public performance rights. |
| | **Science Guide**<br>(a teacher's guide featuring ten science programs) | $3.50/copy |
| | **Teacher's Guide***<br>(activities & discussion questions for teachers) | Programs 1-80: $10.50/set<br>Programs 71-80: $2.75<br>* For bulk pricing of 25 copies or more, call GPN 800/228-4630 |
| | **Buttons**<br>(with **Reading Rainbow** Rainbow & Butterfly) | $48/100<br>Minimum Order: 100 |
| | **Stickers**<br>(for use on books. Silver sticker notes "**Reading Rainbow** book") | $3/100<br>Minimum Order: 500 |
| | **T-Shirts**<br>(with the **Reading Rainbow** Logo) | $7 per shirt; available in ecru and powder blue (indicate color)<br>Children's sizes: S, M, L<br>Adult Sizes: S, M, L, XL |
| | **Posters**<br>(Discover the Magic of Books) | $5.00 each |

| Order from: | Item/Description | Price |
|---|---|---|
| **Harper Audio**<br>**1-800/638-3030** | **Reading Rainbow Songs** on duo cassette<br>(20 original, toe tapping **Reading Rainbow** tunes) | $9.95 plus postage<br>Order number: 2933398 |



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## OBJECTIVES OF THE PROGRAM

Why would I want to introduce the Parent Reading Program to my community?

1. To increase the intellectual level of the children in the community. Research shows that reading books to young children on a regular basis encourages a life long love for books and give them a solid foundation for later success in school.

Almost all successful students are found to have been exposed to books at an early age;

Literature as a developmental psychology states that failure to stimulate intellectual growth in preschool children will result in slower academic growth than the child could have achieved with proper early training.

2. To provide a program to assist in getting the parents involved in their children's education.

Unfortunately, not enough family reading occurs in low income homes. Thus, few low income preschool children are introduced to books in the home, or the joy of having stories read to them.

The omission not only retards the intellectual growth of a child but also deprives his or her parents of a potential source of great happiness.

Parents who are not literate can use certain methods effectively to help create love relationship between a book and their children.

3. To provide a program that encourages the family to begin to use or increase their use of the library.

This program is held in the library, welcoming the community to participate.

Parents and children begin to feel comfortable and unintimidated by this very institutionalized sometimes cold environment. They learn that this is a place they can come, learn and enjoy.

4. To provide a program to allow parents to appreciate their children and learn how they develop and learn.

5. To provide a beginning point for the illiterate parent to break the cycle of illiteracy in the family.

6. To provide a program allowing for many activities that can be performed by non-reading parents.

*Taken from Reading Rainbow*

BENEFITS OF THE PARENT READING PROGRAM

1. Parents become involved and interested in their child's development.
2. Children develop a love for books as well as other intellectually developing material.
3. Children develop a desire to learn and explore in a more structured environment.
4. Parents become more involved at their children's school. They now have something to offer and are more interested in what their child is doing.
5. Parents develop a bond with each other initiating in the classroom.
6. Parents self esteem increases.
7. Parents hold a vast knowledge of parenting skills that need to be identified. ( enlightening )
8. Parents become aware of child abuse tendencies and can cease bad practices.
9. A special "family time" with all members of the family is developed using the reading activities at home.
10. Parents blossom as they demonstrate skills learned.
11. Parents also have a deep desire to better themselves. (Economics and personal problems may sometimes prevent.)
12. Child develops pride in parent's newly acquired skills.
13. Parents are aware of positive parenting skills.

*Taken from Reading Rainbow*

# CHILDREN'S CORE CURRICULUM

| | |
|---|---|
| **Week 1** | **Reading Rainbow**<br>Rumplestiltskin<br>Paul Bunyan<br><br>**Story time**<br>Little Red Hen<br>Sleeping Beauty<br>The Three Bears |
| **Week 2** | **Reading Rainbow**<br>Runaway Duck<br>Oxcart Man<br><br>**Story time**<br>Johnny Appleseed |
| **Week 3** | **Reading Rainbow**<br>Three Days on a River in a Red Canoe<br>The Gift of the Sacred Dog<br><br>**Story time**<br>The Thanksgiving Story |
| **Week 4** | **Reading Rainbow**<br>Hill of Fire<br><br>**Story time**<br>Hot Air Henry |
| **Week 5** | **Reading Rainbow**<br>A Chair For My Mother<br>Imogene's Antlers |

| | |
|---|---|
| | **Story time**<br>Christmas Stories |
| **Week 6** | **Reading Rainbow**<br>The Purple Coat<br>Patchwork Quilt |
| **Special Events** | Touring library facilities<br>Field trip to fire station<br>Guest speaker from Region VIII:<br>Parenting Specialist<br>Guest speaker on Indian customs and artifacts<br>Christmas tour |

Parenting and survival skills are incorporated into each unit of study through discussion led by tutor. Ideas are introduced in the adult reading session.

CHILDREN'S RAINBOW READING CLUB

| | |
|---|---|
| **Week 1** | **Reading Rainbow**<br>A Chair for my Mother |
| | **Story Time**<br>Valentine Unit |
| **Week 2** | **Reading Rainbow**<br>Patchwork Quilt |
| | **Story Time**<br>Presidents Month<br>Lincoln/Washington |
| **Week 3** | **Reading Rainbow**<br>Rumplestiltskin |
| | **Story Time**<br>The Pancake Man |

| | |
|---|---|
| **Week 4** | **Reading Rainbow**<br>Purple Coat<br><br>**Story Time**<br>The Bremen Town Musicians<br>(Flannel board) |
| **Week 5** | **Reading Rainbow**<br>Paul Bunyan<br><br>**Story Time**<br>( .icken Little ( Flannel board) |
| **Week 6** | **Reading Rainbow**<br>Spring Story<br><br>**Story Time**<br>Big, Big, Turnip ( Flannel board ) |

THE FOLLOWING MATERIALS ARE EXAMPLES OF THE CURRICULUM USED TO IMPLEMENT THE CHILDREN'S CLASS SESSIONS. "A CHAIR FOR MY MOTHER" WAS A PROJECT FAMILY FAVORITE.

EXAMPLE

READING RAINBOW -- MT. VERNON ELEMENTARY
Tues. a.m. - 1990
1st grade classes

| | |
|---|---|
| November 13 | The Gift of the Sacred Dog |
| November 20 | Knots on a Counting Rope |
| November 27 | Gregory the Terrible Eater |
| December 4 | The Patchwork Quilt |
| December 11 | A Chair for My Mother |
| December 18 | Imogene's Antlers |

Presentations by:

Literacy Volunteer -- Sam Calhoun
Franklin County Literacy Project

A CHAIR FOR MY MOTHER
*by Vera S. Williams*

STRUCTURE:

1. Where does this story take place?

   *In an apartment*

2. What was the problem/goal in the story?

   *The mother had no place to sit and rest after work and the child wanted her to be able to.*

3. What did they decide to do about this?

*They got a jar to save money in so that when it was full, they could get a chair for the mother.*

4. What finally happened?

*When the jar was full they took the change to the bank and then went out and bought a chair.*

## INFERENTIAL/EXPERIMENTAL

1. Do you think that putting change into a jar was a reasonable way to meet the goal? Why or why not? Do you think there was a better way?

2. How could you meet goals you've set for yourself in a reasonable way like this?

3. To you, are many goals obtainable, but gone about in the wrong way?

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# A CHAIR FOR MY MOTHER

Author: Vera B. Williams
*Publisher: Greenwillow Books*
*(p.b. Mulberry Books, an imprint of William Morrow & Co.)*

TUTOR GUIDE

**THEME:** Working together as a team is important because a group can accomplish more than an individual. Also, things that are worth doing take time to achieve.

**PROGRAM SUMMARY:**

T - E - A - M . . . . Yes, team! How many teams do you see in action every day? Lever and friends are working hard as a team in this show to prepare a very exciting song and dance number called TEAMWORK. He gets the idea from the feature book, *A Chair for My Mother* by Vera B. Williams narrated by Amy Linker, all about a special family that works together, and little by little rebuilds their life after a fire destroys their home. Little by little, the dancers, singers and musicians come together from their different walks of life: firefighters working together to save lives, athletes training and learning their positions on the playing field and cheerleaders practicing their chants over and over. We are with Lever, behind the scenes watching as choreographer, dancers and musicians work together to make TEAMWORK come alive in a fantastic finale.

**TOPICS FOR DISCUSSION:**

- Families function as teams very often. How does each member of a family help? What kinds of jobs does each member of the family do?
- Have students think about the common phrase "all for one and one for all". List all the ways students and teachers team up to have a productive day together at school.
- Group problem solving requires teamwork. Ask students to give examples when teamwork was important and helped to solve a problem.
- Ask class members who have been on a sports team to describe what that is like. When was it most important to work together? What happens when team members don't cooperate?
- Review fire drill procedures in your school. Ask the students to have their parents plan and practice a fire drill at home.

**ABOUT THE AUTHOR/ILLUSTRATOR:**

Vera B. Williams was born in California, and is a graduate of Black Mountain College, North Carolina, where she majored in graphic art. In her own words she has "done graphic art, school teaching, children-raising (she has two daughters and a son), has run a bakery and been a cook in schools and restaurants." She teaches in the Independent Study Program at Lesley College in Cambridge, Massachusetts. Ms. Williams lives in New York City.

**BOOKS REVIEWED BY CHILDREN:**

MY MAMA NEEDS ME
by: *Mildred Pitts Walter, illus. by Pat Cummings (Lothrop, Lee & Shepard Books)*

I HAVE A SISTER, MY SISTER IS DEAF
by: *Jeanne Whitehouse Peterson, illus. by Deborah Ray (Harper & Row)*
*(p.b. Harper & Row Trophy)*



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# SUPPLEMENTARY INSTRUCTIONAL MATERIALS

As each six-week session ended, each parent had a collection of materials used in all six units including ideas for reading tips, parenting skills, and story telling. Parents showed pride in adding learning materials to their Northeast Texas Community College printed folders each week. This allowed Project Family to take on the prestige of a community college sponsored "course".

Included in this section are the personal lesson plans developed by a volunteer tutor for Reading Rainbow and used in a public school setting.

# PARENT PACKET INSERTS
## *"Reading to Your Children"*

### WHY READ TO CHILDREN?

Becoming a Nation of Readers: The Report of the Commission on Reading stated that: 'The single most important activity for building the knowledge required for essential success in reading is *reading aloud* to children.' The Commission found conclusive evidence to support its use...(The value of reading to children through all of the elementary grades.) 'It is a practice that it should continue the grades.'

The initial reasons are the same reasons you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire--and to do it all personally, not impersonally with a machine.

Another reason is to improve listening comprehension or understanding. If a child has not heard of the word 'enormous', he'll never say it. But if he's never heard it or said it, think about the problems when it's time to read or write it. Listening comprehension must come before reading comprehension. The listening vocabulary is a reservoir of words that feeds the reading vocabulary pool.

You are a role model for your child's language and he/she imitates you at an early age. Think about the commercials on TV. Many preschoolers can recite commercials from McDonald's, or others. Why? Because the companies send the messages to your child while he/she is young and at a receptive age. They also make the message have action and sparkle to hold a child's attention and it is brief enough to make him want to see and hear it again and again....

As parents ..., we would do well to learn from Madison Avenue. Indeed, it is this formula that underpins some of the success of reading aloud. Readers-aloud adapt it to sell a product called READING:

1. You read to children while they are still young enough to want to imitate what they are seeing and hearing.
2. You make sure the readings are interesting and exciting enough to hold their interest while you are building up their imaginations.
3. You keep the initial readings short enough to fit their attention spans and gradually lengthen both.[1]

Parent Packet Inserts



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## WHEN DO YOU BEGIN TO READ ALOUD TO CHILDREN? HOW OLD MUST THEY BE?

"When did you start talking to your child?"
"Did you wait until he was six months old?"
"What language did your child speak the day he was born? English? Japanese? Italian?" They are about to say English when a puzzled look comes across their faces as they realize the child didn't speak any language yet. "Wonderful!" I say.... You were speaking multi-syllable words and complex sentences in a foreign language to a child who didn't understand one word you were saying! You never thought twice about doing it. But most people can't imagine reading to that same child... If a child is old enough to talk to, he's old enough to be read to.[2] It's the same English language.[1]

NOTES:

1. Jim Trelease, *The New Read-aloud Handbook* (New York, Penguin, 1989), p. 2- 5.

2. Ibid., p. 19-20.

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## DO'S OF READING ALOUD

1. Begin reading to children as young as possible.
2. Use rhymes and songs to stimulate the young child's language and listening.
3. Read as often as you have time for.
4. Try to set aside at least one time each day for a story.
5. Listening is an acquired skill. It does not just happen. Listening must be taught slowly.
6. Picture books can be used to read to a family whose children are of different ages. To reinforce the specialness of each child read to each by her/himself. If children are more than two years different in age, read stories individually.
7. Start with picture books and build to stories and novels.
8. Vary the length and kind of reading.
9. FOLLOW-THROUGH. If you start a book, finish it. Do not leave the child hanging for 3 or 4 days between readings.
10. Once in awhile, read above the child's level to challenge him.
11. Avoid long descriptive passages until a child can handle them. Shorten them or don't use them at all. PRE-READ.
12. PRE-READ to find a suspenseful spot at which to stop. They will want to hear more.
13. Give a few moments to settle down. "What happened last time we read?"
14. If reading picture books, make sure the children can see the pictures.
15. If reading a novel, make sure both you and the children are comfortable. Not go-to-sleep comfortable, but comfortable.
16. Do NOT quiz. DO DISCUSS. LISTEN! Help your child think, but do not think for them. Their interpretation and thoughts can be just as correct as yours.
17. *Reading aloud usually must be practiced to be done well.* Use expression. Change your voice to fit the story. Adjust your speed to the story. During suspense slow down.



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18. SLOW DOWN! Allow time for the child to build mental pictures.

19. Try to bring the author to life. (Book Jacket)

20. Add extras to the reading. Book about blueberries? Have some blueberries to snack on. Cowboys and Indians? Why not buy a plastic cowboy and or Indian? Use your imagination. [I don't recommend you buy a Collie (unless you really want one) just because you are going to read *Lassie*. On the other hand if you are going to the zoo, you might pay extra attention to the deer, and then read a book about deer to your child. i.e. *Bambi*.]

21. Reluctant readers and very active children may find it easier to listen with a paper and pencil or colors in their hands to keep their hands busy.

22. FATHERS SHOULD MAKE AN EXTRA EFFORT TO READ TO THEIR CHILDREN. Many young boys associate reading with women and schoolwork. (98% of primary teachers are women.) AND, just as sad is the fact that too many fathers would rather be seen playing catch in the drive with their sons as taking them to the library. LEAD BY EXAMPLE. Let them see you read.

23. Regulate the amount of time spent in front of the TV. Both yours and theirs.

24. "EMERGENCY BOOKS" should be available to read when you must wait at doctor or dentist appointments, traffic jams, etc. or in a situation when there is nothing to do. Vacations or long outings fall into this situation also. You might store some books in the car for just such emergencies.



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*"Reading to Your Children"*

These are adapted from The New Read-Aloud Handbook by Jim Trelease, Chapter 4, p 79-85.

## DON'TS OF READING TO YOUR CHILDREN

-Don't read stories that you don't enjoy yourself.

-Don't continue reading a book if you know it is a poor choice. Admit it is a mistake and choose another, but do give the book a chance.

-Don't read above a child's emotional level.

-Don't select a book that your child or children have already heard or seen on TV. Once a plot is known, much of the interest will be lost. You can read a book ahead of the TV program or the movie. Ask them to compare the book and the screen performance.

-Don't be fooled by awards. Do not select a book just because someone else liked it.

-Don't start reading if you don't have the time to do it justice.

-Don't get too comfortable--you or they may go to sleep.

-Don't refuse to answer questions as you read.

-Don't tell the child what the story means. It can be simply enjoyable but do encourage talking about the story.

-Don't confuse quantity with quality. A few minutes of good reading may last longer in your child's mind than long TV watching.

-Don't use the book as a threat. "If you don't do this, no story for you!"

-Don't give the child a choice of the book or TV. YOU ARE THE ADULT. YOU CHOOSE. "The TV goes off at 8:30. If you want a story before bed, fine. If not, that's fine, too. But no TV after 8:30."



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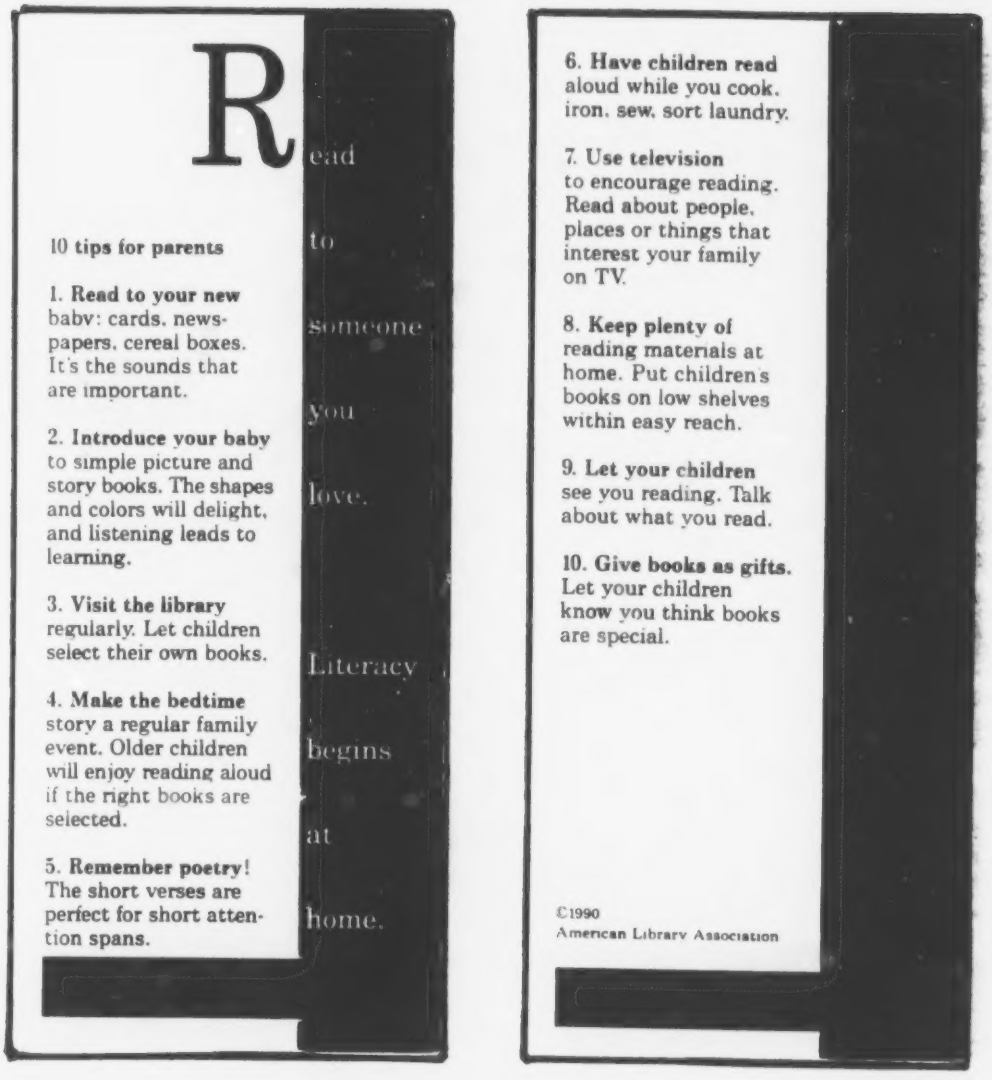
## PARENT PACKET INSERTS

*"10 Tips for Parents"*



Read to someone you love. Literacy begins at home.

10 tips for parents

1. **Read to your new** baby: cards, newspapers, cereal boxes. It's the sounds that are important.

2. **Introduce your baby** to simple picture and story books. The shapes and colors will delight, and listening leads to learning.

3. **Visit the library** regularly. Let children select their own books.

4. **Make the bedtime** story a regular family event. Older children will enjoy reading aloud if the right books are selected.

5. **Remember poetry!** The short verses are perfect for short attention spans.

6. **Have children read** aloud while you cook, iron, sew, sort laundry.

7. **Use television** to encourage reading. Read about people, places or things that interest your family on TV.

8. **Keep plenty of** reading materials at home. Put children's books on low shelves within easy reach.

9. **Let your children** see you reading. Talk about what you read.

10. **Give books as gifts.** Let your children know you think books are special.

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American Library Association

Bookmarks included in "Project Family" folder for parents.

# PARENT PACKET INSERTS
## *"Helping your Child with Language*

TELLING STORIES

II. PARENT - CHILD ACTIVITY

Children can learn from hearing stories. Children can learn to tell stories. Children learn many things when they learn to tell stories.

They learn to recall important details.

They learn to put things in order.

They learn to think and to imagine.

Try these activities with your child:

1. Choose a favorite story. Read it to your child. Close the book and try to tell the story from memory with your child. You can help your child by asking questions like:

   How did the story start?

   Who was in the story?

   What happened first?

   What happened next?

   How do you think she/he felt?

   Why do you think that happened?

   What do you think about the story?

2. Chose a story. Read it to your child. Retell the story but change the people in the story. Just for fun try some of these.

see who uses your word more times. Add a "new word" at least once a week.

This will be a fun way to let your children know that you are always learning too. You never stop learning.

PARENTING TIPS

Your child needs to learn to communicate - to get his idea into words. You can help by listening. You can repeat his idea to see if you got the message. The important thing is to get the message and let him know you got it.

Correcting his speech or language comes second. It should be done with care. You can repeat the idea or word correctly. He can hear it correctly. Do not make fun or get mad. Answer his questions. Get on with the message. Be happy your child is sharing an idea or a need with you.



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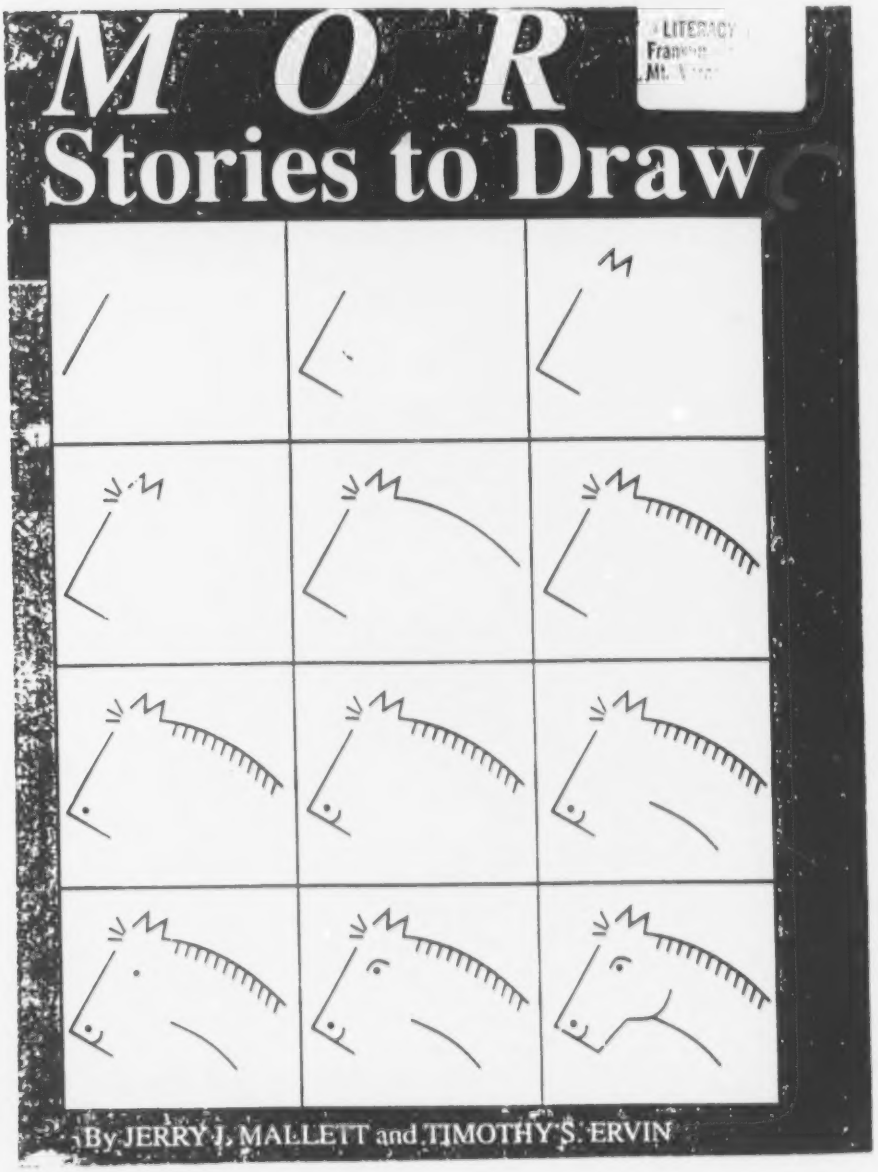
## INSTRUCTIONAL IDEAS

*"More Stories to Draw"*
*by Jerry J. Mallett and Timothy S. Ervin*



More Stories to Draw

by Jerry J. Marlett

# Who's at the Door?

Robbie and Rebecca were playing a game in Robbie's bedroom when they heard a faint scratching sound.

"What is that sound?" asked Rebecca.

"I don't know," answered Robbie, and he went to look out of THE SMALL ROUND WINDOW in his room.

Then they heard the sound again.

"Maybe we should go see what it is," said Rebecca.

So the brother and sister WALKED OUT OF ROBBIE'S ROOM . . .

and DOWN THE UPSTAIRS HALLWAY

It was getting dark outside and so they turned on THE HALLWAY LIGHT . . .

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**INSTRUCTIONAL IDEAS**
*"Storytelling with the Flannel Board"*
*by Dr. Paul S. Anderson*

# STORYTELLING WITH THE FLANNEL BOARD

by DR. PAUL S. ANDERSON
San Diego State College

*Art Work by* MISS IRENE FRANCIS
Teacher, National City, California

*Publishers*
T. S. DENISON & COMPANY, INC.
5100 WEST 82ND STREET · MINNEAPOLIS, MINNESOTA 55431



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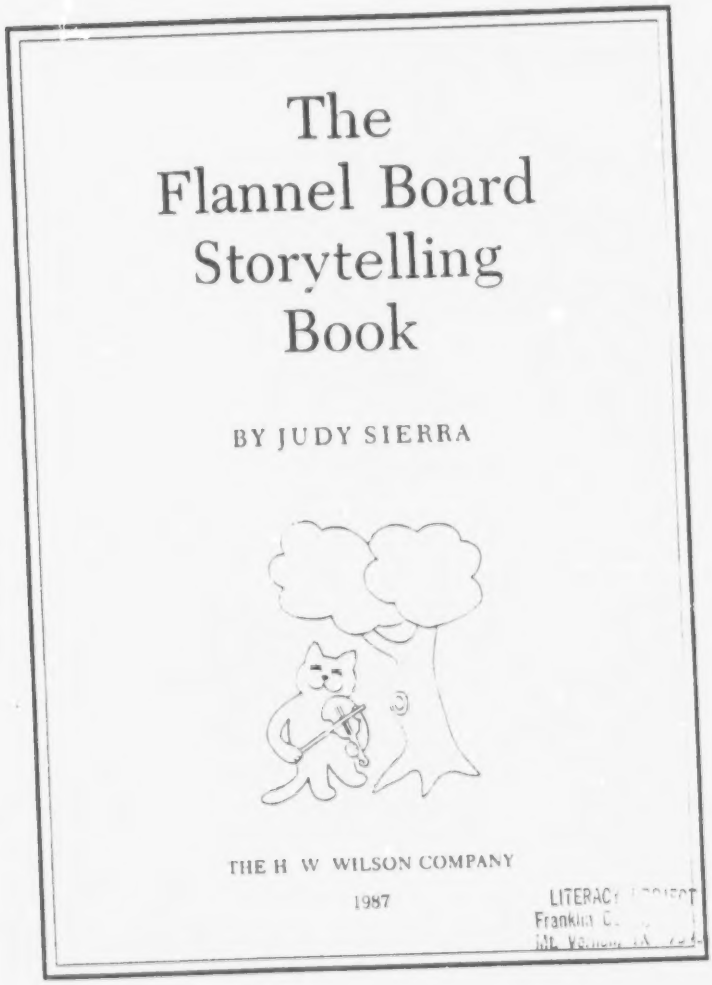
**INSTRUCTIONAL IDEAS**
*"The Flannel Board Storytelling Book"*

*by Judy Sierra*



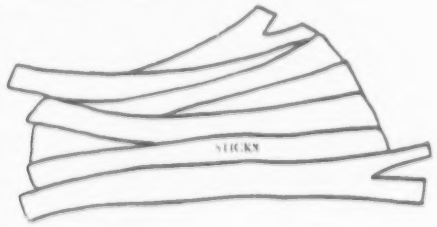
## DIRECTIONS

Cut the houses of colored felt and the small bundles of sticks, straw, and bricks out of matching colors.

As you begin the story, the flannel board should be empty. There is no figure for the mother pig; the events on the flannel board begin when the first pig goes out and meets the man with the load of straw. When this pig builds a house, remove the bundle of straw from the flannel board and place the house over the pig so that the pig's face shows in the window. When the wolf blows the house away and eats the little pig, lift house and pig quickly off the flannel board. Likewise, lift the wolf off the board when he goes down the chimney of the house of the third pig.

The fact that these "disappeared" story characters are really in your hand or lap may distract some literal-minded children, so you will need to develop some of the magician's skill of directing their attention to the flannel board and away from your hand.

Many of our Disney-bred children object to the first two pigs being eaten. As an alternative, the two can run away from the wolf and appear at the third pig's door at the end of the story.

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## TUTOR-MADE MATERIALS

FINGER PAINTS

Mix 1/4 cup of corn starch with 2 cups of cold water. Boil until the mixture thickens. Let cool. Pour into small containers with lids (baby food jars work great). Add a few drops of food coloring to create desired colors.

PLAY DOUGH

1 c Flour
1/2 c Salt
2 tsp Cream of Tartar
1 c Water
1Tbs. Oil

Mix together and cook about 3 minutes. Stir mixture until it forms a ball. Add desired food coloring.

POTATO STAMPS

Cut potato in half. Carve design in each half in a raised fashion. Place in paint and stamp away!

## INSERTED IN PARENT'S PACKET

As encouraged in Project Family tutor training sessions, tutors took the children's curriculum planned by project coordinators and carried it out inserting their own teaching ideas to help meet the needs and ages of the children involved.

MT. VERNON ELEMENTARY SCHOOL

November 13, 1990

The READING RAINBOW PROGRAM was introduced to two transitional first grades: Mrs. Hudson's class and Mrs. Thompson's class.

Both teachers were enthusiastic and the children were attentive. After a brief explanation about the program and what we would be doing each week, I reviewed the Reading Rainbow song, told them about Lavar Burton, why reading was important and what our story would be about. I showed them the book to let them know the story came from the book and that it and many others could be obtained from the school library or their local library.

They saw the story THE GIFT OF THE SACRED DOG. After the film, we discussed the story and gave the children time to pick Indian names for themselves, based on their likes, talents or personalities. I could tell that most of them were comfortable and eager to speak out. It was a fun time. We spent approximately 45 minutes during the first session.

The students are studying about Indians and this film fit into the theme of their studies.

AGENDA NOTES FOR TUESDAY, NOVEMBER 13, 1990

Class: Ms. Thompson and Ms. Hudson's transitional 1st grades

Book and Film: The Gift of The Sacred Dog, by Paul Goble
(9:00 - 10:00 a.m. - film approximately 30 minutes; introduction time, review and questions and answers and short activity.)

1. Introduce myself as Literacy Volunteer from the Franklin County Literacy Project called Reading Rainbow.

2. Sing words of Reading Rainbow song with taped music.

3. We want to encourage you to make time for reading every day. Like the song says, we can go places, make friends, grow, be anything we want to be (even in our imaginations), and learn many new things.

4. Today we are going to view the story of the Gift of The Sacred Dog (show book), which is a story about how the Indians came to have horses and why the horse was so important to Indian life.

We will meet Lavar Burton, who will help us to learn more about horses and Indian people. Indians are native Americans. They were the first people to live in the United States. We will learn about the Crow tribe, how they make teepees, and have pow wows with other tribes.

Words:

Pow Wow -- talk, family gathering, celebration
Tee Pee -- Indian tent, houses

SHOO KA WA KAN - HORSE
EGG ITA - "BIG DOG"

We will even see Indian dances which imitate birds dancing.

## Activity: Stick horse - pattern, stick, yarn

TELLING STORIES

I. PARENT ACTIVITY

Story telling is a good learning activity for children. We can all tell stories. We all do tell stories. We tell friends what happened at the store. We may tell children things we did when we were small. Story telling is important. We learn about people. We learn how to act. We learn how to get what we want. We learn about history. We learn about our families.

Story telling is easy for some people. It is hard for others. Think of the stories you have told. Some people have favorites. Have you heard people say "I remember the time we..."? Some people like hunting stories. Some people like fishing stories. Some people never get tired of telling the same story over and over again.

We answer these questions when we tell a story - Who? When? Where? Why? What happened? Sometimes we end the story by saying what we learned.

Try these activities:

1. Tell about something that happened yesterday.
2. Tell about something you did when you were small.
3. Tell about someone you know who is a good story teller.

Make sure you answer the questions:

WHO? WHEN? WHERE? WHY? WHAT HAPPENED?

see who uses your word more times. Add a "new word" at least once a week.

This will be a fun way to let your children know that you are always learning too. You never stop learning.

PARENTING TIPS

Your child needs to learn to communicate - to get his idea into words. You can help by listening. You can repeat his idea to see if you got the message. The important thing is to get the message and let him know you got it.

Correcting his speech or language comes second. It should be done with care. You can repeat the idea or word correctly. He can hear it correctly. Do not make fun or get mad. Answer his questions. Get on with the message. Be happy your child is sharing an idea or a need with you.

5. How did you get to school today?
Imagine having to go everywhere you had to go by walking.
Imagine if you had to walk a long distance before breakfast.

6. This story tells how the Indians got horses. It is a legend -- a story which has been made up and passed along to other generations.

7. Show film.

8. Follow up questions:

   a. What problem did the Indian face in the beginning?
   b. What did the young boy do?
   c. Who gave the boy something that would help?
   d. What did he bring back?

9. If you could pick an Indian name for yourself, what would you call yourself?

Lavar Burton would be Blazing Falcon, Swift Runner, Reader, Pink Fish, Born in the Cold, and The Girl Who Bites Her Nails

10. Other Books:

Why Mosquitoes Buzz in Peoples Ears - Verna Aardema
The Girl Who Loved Horses - Paul Goble
Arrow to the Sun: A Pueblo Indian Tale - Gerald McDermott

MT. VERNON ELEMENTARY SCHOOL

**November 14, 1990**

Mrs. Ruth Bacon's class viewed the Gift of the Sacred Dog

A brief discussion followed with the students relating what they thought the story was about.

**November 15, 1990**

Mrs. Ruth Bacon's and Mrs. Menefee's second grade classes viewed Knots on a Counting Rope.

A brief discussion followed about the story and what it means to be courageous. Both classes are studying Indians and recreating Indian villages and both films and stories were timely and significant. All the children were attentive and familiar with the Reading Rainbow program.

AGENDA NOTES FOR TUESDAY, NOVEMBER 20, 1990

Class: Mrs. Hudson's and Mrs. Thompson's Transitional First
Book and film: KNOTS ON A COUNTING ROPE, by Bill Martin and John Archambault

1. Review last weeks story about the legend of how Indians got the horse and why the horse was so important to Indian life.

2. Review song and show film.

3. Discuss:

a. What was the little boys greatest challenge?

b. What happens when the rope is full of knots?

c. Where did the boy get his name?

d. What is the meaning of courage?

e. Lavar went out on a camping trip. What did he tell us to do about our fears?

f. Is there something that scares the children?

4. Introduce Bob Dehass or Susan Dehass. Seminole

MT. VERNON ELEMENTARY SCHOOL

**November 27, 1990**

I met with Mrs. Hudson's and Mrs. Thompson's Transitional First Grade classes for the third session of Reading Rainbow.

We talked about the importance of good nutrition and viewed the book/tape of Gregory the Terrible Eater.

The discussion afterwards indicated the children were more comfortable speaking about what they understood. When asked what food they had tried which they initially had thought they would not like, they all had something to share.

I had made five posters with silhouettes of children outlined on them. In groups of four they selected pictures of food that they liked and pasted them on silhouettes. They enjoyed the activity and the posters looked great when they were finished.

# ADDITIONAL RESOURCES

# ADDITIONAL RESOURCES

The following is a list of sources for finding "who, what, and where" for Family Literacy.

## FAMILY LITERACY PROJECTS IN ACTION

Contact People (State and National)

Right-to-Read
Allen ISD
200 S. Cedar
P.O. Box 13
Allen, Texas
Ruth Pringle: 903/727-0505

East Texas Literacy Council
Longview, Texas
Nancy Jackson: 903/757-9302

Headstart Program
Vernon, Texas ISD
Ms. Phinetta Hunter
Jim Morgan: Region IX Education Service Center

Dallas Public Library - Literacy Division
1515 Young Street
Dallas, Texas
Connie Rockwell: 903/670-7836

Literacy Volunteers of America
Bay Town, Texas
Denise Fischer: 713/427-7331

## PROFESSIONAL PUBLICATIONS

Family Literacy in Action
Successful Programs
Family Literacy and the School

New Readers Press: 800/448-8878

## ORGANIZATIONS - NATIONAL AND STATE

Literacy Volunteers of America
800/583-6000

Laubach Literacy TAll
Texas Adult Literacy Laubach
P.O. Box 2152
Austin, Texas
512/473-2421

PLUS - 212/887-7125

Texas Literacy Council - 800-441- READ

## FAMILY LITERACY MANUALS (HOW-TO)

Literacy Education Action
El Paso Community College
El Paso, Texas 79998
Betty Quintero: 915/534-4159

Houston Public Library
500 McKinney Avenue
Houston, Texas 77002
Dr. Luis Cano: 713/224-5441

## CATALOGUES TO REQUEST

ABC School Supply Inc. 800-669-4ABC

American Library Association
Graphics and Posters 800-545-2433

American School Publishers (Grant Readers) 800-943-9516

Charlesbridge (Young Discovery Library) 800-225-3214

Children's Book Council 201-674-4422

Constructive Playthings 800-225-0248

Contemporary Books - Stories for Parents 800-621-1918

Curriculum Associates (Parenting Calendar) 800-225-0248

DLM Instructional Materials 800-527-4747

Fearon James Quercus 800-877-4283

GPN Reading Rainbow 800-228-4630

Greeting Tree (puppets, caterpillar, butterfly) 800-322-3199

Gryphon House Early Childhood Teacher Resources 800-638-0928

H.W. Wilson (flannel boards) 800-367-6770

Kaplan - Quality Classroom 800-334-2014

Kids and Things 800-356-1200

LVA 800-583-6000

Libraries Unlimited 800-237-6124

New Readers Press 800-448-8878

Nystrom Educational Media 800-621-8086

Quail Ridge Educational Media (finger puppets) 800-869-6679

Rigby Big Books and More 800-822-8661

CATALOGUES CONTINUED

Scholastic 800-325-6149

Scott-Foresman 800-628-4480

Steck-Vaughn 800-531-5015

The Child's World 800-554-9862

Upstart 800-448-4887

**CLEARINGHOUSES**

ERIC Clearinghouses on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037

Clearinghouse on Adult Education
Division of Adult Education
U.S. Dept. of Education
Mary E. Switzer Bldg.. Room 4428
400 Maryland Avenue SW
Washington, DC 20202-7240
202/732- 2396

Texas A&M Clearinghouse
Adult Learning and Literacy
College Station, Texas 77843
"Notes from the Riverside" ( a newsletter)

We recommend that you be placed on these mailing lists.

The Wings Messenger- A Publication of the Texas Department of Human Services
Karen Newton 512-450-4160

College of Education
Texas A&M University

College Station, Texas 77843

Directions in Adult Education
Steck-Vaughn Co.
P.O. Box 26015
Austin, Texas 78755

"Stateside"
LVA Newsletter
4029 Capitol of Texas Hwy. S.
Austin, Texas 78755
512-440-7121

## TRAINING FOR TUTORS

" Making a Difference" - Training Tape and Manual
This tape profiles the AFDC client and teaches tutors how to be sensitive to their needs.
Texas Education Agency
Division of Adult and Community Education
Contact Barbara Tondre 512/463-9447

Literacy Volunteers of America
Reading With Children - Training Adults
315/445-8000

Core Materials
Laubach Literacy Int.
Box 131
Syracuse, NY 13210

## PARENTING SKILLS

A Good Beginning - Enjoying Your Baby's First Year--Barbara Lewis, New Readers Press, NY

A Calendar of Home Activities - Curriculum Associates Inc.
North Ballerica, MA 01862-2589

Let's Work It Out: Topics for Parents--Elizabeth Singer and Yvette Zyone,1990 Level 1 and 2
New Readers Press, NY

## SURVIVAL SKILLS

Making A Difference - Video and Manual
Barbara Tondre - 512-463-9447

Life Skills Reading - Scott-Foresman 800-628-4480

Reading Rainbow - Books and Video Cassettes 800-228-4630

## PUPPETS AND PUZZLES

Greeting Tree
P.O. Box 311594
New Braunfels, Texas 78131-1594

Quail Ridge Finger Puppets 800/869-6679

Alyce Ruth Puppet Ent. 712/647-3275

## STORYBOOK SUGGESTIONS

The following is a list of supplementary books used in Project Family. The list is in no way complete or meant to be exclusive. It is a starting point. Care was taken to select many titles promoting the family unit.

FAMILY UNIT TITLES

Aunt Nina, Good Night - Franz Brandenburg

Baseball, Football, Daddy, and Me - David Friend

Bye, Bye Baby - Janet and Arlen Ahlberg

Daniels Dog - Joe Ellen Bogart

Love you Forever - Robert Munsch

Lullaby - Jane Chelssea Aragon

My Father - Judy Collins

Staying With Grandma - Eillen Roe

The Grandpa Days - John w. Blos

The Mommy Exchange - Amy Hest

The Mother's Day Sandwich -- Jillian Wynot

The Terrible Thing That Happened at our House - Marge Bline

Wednesday's Surprise - Eve Bunting

Why Do You Love Me? Martin Boynton

Willie's Not the Hugging Kind - Joyce Barrett

With Love from Grandma - Harriet Ziefert

**CHILDREN'S STORYBOOKS**

Casey At The Bat - Ernest Lawrence Thayer

Goodnight Moon - Margaret Wise Brown

I Don't Like It - Ruth Brown

I Took My Frog to the Library - Eric A. Kimmel

If you Gave A Mouse A Cookie - Laura Numeroff

Johnny Appleseed - Steven Kellogg

Katy and the Big Snow - Virginia Lee Burton

The Mitten - Jan Brett

The Snowy Day - Ezra Jack Keats

There's A Nightmare In My Closet - Mercer Mayer

Why Mosquitoes Buzz in People's Ears - Verna Adams

WORDLESS

Good Dog Carl - Alexandra Day
Farrar Sraus Giroux
NY 1989

## SUGGESTED ACTIVITIES

Tell and Draw Stories

More Stories to Draw - Jerry J. Mallett and Timothy S. Ervin
Alleyside Press
P.O. Box 889
Hagerstown, Maryland 21741

FLANNELBOARD STORIES

The Flannel Board Storytelling Book - Judy Sierra
H.W. Wilson Co. 1987

The Flannel Board Storybook - Gloria Vaughn and Francis Taylor
1990, Humanics Limited
P.O. Box 7447
Atlanta, GA. 30309

404-874-2176

Felt Board Fun - Liz and Dick Wilmes
Building Blocks
P.O. Box 31
Dundee, Ill. 60118

## CRAFTS AND ACTIVITIES

Science Fun with Mud and Dirt - Rose Skyler, Simon and Schuster 1986

Starting With Books: An Activities Approach to Children's Literature
Emilie P. Sullivan
Libraries Unlimited

## COOKING

The Please Touch Cookbook
Silver Press
Please Touch Museum
210 N. 21st
Philadelphia, PA 19103
215/963-0667

## GAMES

Texas Bingo
Scrabble Sentence Cubes
Scrabble
Crosswords

## VIDEO CASSETTES FOR PARENTS

From Crib to the Classroom
PLAN INC.
1332 G St., SE
Washington, DC 20003
202/547-8903

Questions Parents Ask - Dr. James Dobson

# RECORD KEEPING

## RECORD KEEPING

Careful records were kept on monthly attendance sheets for parents and children. Parents were also asked to keep records documenting their participation and activities within each unit of study. Volunteer tutors maintained a log of activities to provide project coordinators the opportunity to assess the reactions of students to class sessions.

# ATTENDANCE REPORT

**NORTHEAST TEXAS ADULT EDUCATION**
**COOPERATIVE PROGRAM**

Page # 1

MONTH & YEAR (Print): March 1991

***MONTHLY CLASS ATTENDANCE REPORT***

PROJECT FAMILY - Adults

TEACHER (Print): Barker, Sue

CLASS: Family Lit. CLASS LOCATION (Address): Adult Ed. Center

CIRCLE CLASS DAYS: M T W TH F

CLASS TIME

| NAMES OF STUDENTS (Print) | NEW | SEP | ENTER NUMBER OF HOURS EACH STUDENT ATTENDS CLASS ON DATES BELOW (1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31) | Total Hours This Month |
|---|---|---|---|---|
| [redacted] Kellye | | | 1.5 2 1 | 4.50 |
| [redacted] Debbie | | | 1.5 2 1 | 4.50 |
| [redacted] Joyce | | | 1.5 | 1.50 |
| [redacted] Dwight | | | 1.5 | 1.50 |
| [redacted] Roberto | | | 1.5 1 | 2.50 |
| [redacted] Donna | | | 1 1 | 2 |

SPRING VACATION

# of GED Students

# of ABE Students

# of ESL Students

Other (Specify)

Total Student Hours: 16.50

| DATES OF CLASS SESSIONS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NUMBER OF STUDENTS PRESENT | | | | 5 | 2 | | | | | | 3 | | | | | | | | | | | | | | 2 | | | | | | | 10 |

Student Enrollment This Month: 6

ADA This Month: 2.5

ADA = Total Students Present Divided By Number of Class Sessions

I CERTIFY THAT THE ABOVE INFORMATION IS COMPLETE AND CORRECT

Teachers Signature: Sue Barker Date: 3/31/91

Supervisor's Signature

WHITE - Office File YELLOW - Teachers' Copy

Northeast Texas Community College is an Affirmative Action Equal Opportunity Institution



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# A TUTOR'S REPORT

*Darlene Clay*
*910 Holbrook*
*Mount Vernon, Texas 75457*
*(903) 537-2119*

---

*Franklin County Literacy Program*
FAMILY READING, AN INTERGENERATIONAL APPROACH TO LITERACY

| | |
|---|---|
| Date: | Wednesday, November 7, 1990 |
| Place: | Franklin County Library |
| Participants: | Mary Joe Louise Ross<br>Brenda Marie Al-Shaikh |
| Study Unit: | Folktales - "The Little Red Hen" |
| Strategy: | Predicting |

Brenda and Mary Joe were both eager to begin the program and participated with enthusiasm. They had limitations regarding their reading and writing skills, but through oral discussion they were able to take part in the program. I read the story and led the discussions. They were readily able to follow the curriculum in this manner.

We began the program by introducing ourselves and getting a library card for Brenda. "The Little Red Hen" was checked out to both of them for one week, to be returned for the next Wednesday lesson.

I began by giving them a folder containing forms entitled, "What are my goals?", an Activity Sheet for "The Little Red Hen", and a Family Reading Record to be completed after reading with their child. Also, a calendar was given to them by Sue Barker to record the number of hours spent reading with their children at home. Goals were discussed to enable us to make a comparison of what was expected to be gained and what was actually achieved after the first six-weeks. The Evaluation of the course will be completed at the end of the first six-weeks.

I explained we wanted reading to be fun and have more meaning than "just figuring out the words". Some of the goals we talked about being able to accomplish were:

1. Communicate more with our children
2. Widen our knowledge about our child
3. Help with our own learning
4. To see different meanings in stories and discuss with our children
5. Enable us to play a positive educational role for our children
6. Build confidence in ourselves and our children
7. Bring more books into the home
8. Being a good reader model
9. An opportunity to bring our wealth of life experiences to our child
10. Diverse viewpoints to be shared and respected

I introduced the genre, or topic. The definition of Folktales was then introduced. We talked about what folktales were and ones we had been told as children. The strategy of making predictions (or guesses) was explained and I gave examples of why it is important to discuss this with their children during reading time. We practiced the strategy of making predictions as I read the book, stopping to ask questions and giving them a chance to make their predictions. They discussed why they made the predictions, perhaps based on people they worked with, family members, or other areas of their life they may have experienced a similar situation. I gave each of them opportunities to freely discuss their ideas and opinions stressing there were no right or wrong answers.

In conclusion, we discussed problems with their children being inattentive or uninterested during reading time. We talked about a different way to approach reading that would make it more fun and interesting. Brenda said at present she requested her child to complete her homework and then immediately begin reading. I suggested taking a break between homework and reading so the child would be more rested. She said she would try that approach this week.

Darlene Clay
Volunteer Instructor

cc: Sue Barker, Project Director
Jean Shelby, Project Assistant

# DAILY LOGS

*Franklin County Literacy Program*
FAMILY READING, AN INTERGENERATIONAL APPROACH TO LITERACY

December 12, 1990

TO: Sue Barker, Project Director
Jean Shelby, Project Assistant

SUBJECT: SUMMARY - FUN FAMILY READING HOUR

| Date | Topic | Strategy | Attendees |
|---|---|---|---|
| 11/7/90 - | LITTLE RED HEN STRAWBERRIES | Making Predictions | Maryjoe Ross<br>Brenda Al-Shaikh |
| 11/14/90 - | IN THE ATTIC | Asking Questions | Maryjoe Ross<br>Brenda Al-Shaikh<br>Glenda Fulmer<br>Melanie Aynes<br>Yvonne Arrondo |
| 11/21/90 - | A TRADITIONAL HEAL | Learning New Information | Maryjoe Ross<br>Glenda Fulmer |
| 11/27/90 - | FIRE - SCIENCE | Learning New Information | Maryjoe Ross<br>Brenda Al-Shaikh |
| 12/5/90 - | *REFRESHMENTS* | Tour of Library | Maryjoe Ross<br>Brenda Al-Shaikh<br>Elaine<br>Lisa |
| 12/12/90 - | DISCOVERY OF A FATHER | Making Predictions | Maryjoe Ross<br>Brenda Al-Shaikh |

FAMILY READING PROGRAM Feb. 13-May 8

Feb. 13, 1991

We read and discussed "A Chair For My Mother" using the designated strategy of making predictions. Participants took the adult selection home to read there.

Feb. 20, 1991

Participants discussed how the reading went with their children the past week. They liked the story . They read "Tell me a Story Mama,"and also went over the adult selection.

Feb. 27, 1991

We began making flannel boards for use with a story "The Big, Big, Turnip." We also shared with each other about our reading efforts the past week.

March 5, 1991

We went to hear nationally known author and speaker Ann Ortland. She gave a very motivational talk about getting past the "B" zone in your life.

March 20, 1991

We used Unit 4 on Wordless Books. We read "Amanda and the Mysterious Carpet " together. We also read the adult selection. We continued working on the flannel board story.

March 27, 1991

We discussed how our children liked the wordless book. We then read "Jumping Mouse" and discussed the morals from it and other folk tales. We finished our flannel board story.

April 3, 1991

We watched a videotape on parenting with a nationally known speaker/author James Dobson.
This was a good motivation for all of us. We discussed our former reading selection.

April 10, 1991

We learned how to "Draw a Story" . We used the remainder of class time to watch the library video tape. Also, we watched more of James Dobson, Focus on the Family.

# STAFF DEVELOPMENT

## STAFF DEVELOPMENT

Coordinators attended conference and workshops to gather advice and make plans for Project Family. Ideas shared from other projects were greatly appreciated and sparked the creativity of the coordinators.

Affiliation with Literacy Volunteers of America, Incorporated proved to be the basis for a nation wide support group. Project coordinators were among the more than 1,000 delegates from throughout the United States to attend the Annual Conference of Literacy Volunteers of America, Incorporated. New ideas and techniques were gleaned from attending a workshop conducted by Dr. Lester L. Laminack, Ph.D., author of Reading With Children. This workshop explored the use of children's books, puppets, storytelling, taped readings and other techniques for assisting adults who wish to improve basic literacy and work with their own young children.

Ms. Ruth Pringle, Write-to- Read director for the Allen ISD in Allen, Texas led area coordinators and literacy volunteers in a "Literacy Swap Shop" held at Northeast Texas Community College. Ms. Pringle shared valuable tips, information, materials, and sources accumulated through the successful program in Allen.

The Annual Conference of the Texas Association for Continuing Adult Education in Austin, Texas gave project coordinators the opportunity to meet with peers and associates in the field of Adult Education, become acquainted with successful projects across the state, and view samples of the most current materials available from major publishers. At the invitation of TACAE president-elect and conference chairperson, Project Family coordinators conducted a workshop demonstrating a simple and practical approach to starting a family literacy project. Coordinators focused on how such a project could be uniquely tailored to meet specific needs in a variety of settings.

The purest form of family literacy in operation in the United States at the present time is the Kenan Family Literacy Foundation located in Louisville, Kentucky. Project coordinators were able to profit from the first hand report of Jim Morgan, Region IX Education Service Center, who visited and underwent training at this quality

project unsurpassed in the area of family literacy. Mr. Morgan shared his experiences with the attendees of the Adult Learning Center Annual Conference in Dallas, Texas.

Mount Vernon Optic-Herald, Thursday, December 27, 1990, Page 3

## Barker, Shelby Attend Conference

Sue Barker and Jean Shelby of Mount Vernon recently attended the Annual Conference of Literacy Volunteers of America, Inc. (LVA), held in Salt Lake City, Utah.

They were among over 1,000 delegates from throughout the United States to attend the three-day Conference. The conference featured lectures and workshops for professional and volunteer teachers, tutors and administrators who offer literacy services to adults and teens. Also attending the conference were both adult and teen literacy students, who have learned to read or to speak conversational English through the LVA programs.

Mrs. Barker, coordinator for the Franklin County Literacy Project, and Jean Shelby, assistant coordinator, represented Franklin County Library, through which the local project is channeled. The local program volunteer group has been invited to join as a member of the LVA.

Special guests at the conference included Wally "Famous" Amos, national spokesperson for Literacy Volunteers of America; Walter Anderson, Editor of Parade Magazine; Paul Overstreet, Grammy Award-winning singer and songwriter; noted global educator George Otero; and Utah Governor Norman Bangerter.

Founded in 1962, Literacy Volunteers of America has grown in 28 years from a single chapter in Syracuse, N.Y. to a national organization with over 400 affiliates in 41 states. Currently, more than 50,000 adults and teens are being tutored in "Basic Reading" or "English as a Second Language" by more than 50,000 volunteers. LVA features an individualized, needs-oriented approach, which focuses on each student's personal goals.

*--Lillie Bush*

# EVALUATION

## EVALUATION

Project evaluation was completed by participants at the end of each six week session. Goals after completion of session were compared with goals made at the beginning of each session and discussed by parents and tutors. Evaluation forms were provided in Family Reading Photocopy Masters.

## Parents' Evaluations

PROJECT FAMILY Participants

The Parents

Parent 1:

What have you enjoyed most about family reading classes?

listening to other peoples problems and Resolutions, Applied it at my home.

Parent 2:

What other goals do you have for reading with children?

To make them understand it's importance

To help them really enjoy it

Parent 3:

What is the most important idea or lesson you learned?

How to encourge the children to guess ahead and to praise them for there ideas.

These parents' comments reveal the feelings and the situations of many participants in PROJECT FAMILY. All the parents have identified as their main motivation for wanting to improve their reading skills the desire to help their children face the tough challenges that come later in school and later in life.



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EVALUATION FOR PROJECT FAMILY

1. What have you enjoyed most about family reading classes?

Being with the group

2. What is the most important idea or lesson you learned?

How to encourge the children to guess ahead and to praise them for there ideas.

3. What would you suggest to improve this program? (books, time, location, etc.)

needs to be held later in the day, and have more books geared for little boys.

EVALUATION FOR PROJECT FAMILY

1. What have you enjoyed most about family reading classes?

listening to other peoples problems and Resolutions, Applied it at my home.

2. What is the most important idea or lesson you learned?

Take time out while Reading to have the children talk to you about what has happen ~~or what is going to~~ happen

3. What would you suggest to improve this program? (books, time, location, etc.)

the time needs to be alittle long



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# A Sample of Goals Met by a Parent

Patricia Ross

**What goals have I met?**

What was your biggest success in this program?

To read better and to be more open with others.

What goals did you bring to your reading program to start with?

To take the time to ~~spend~~ read more with my niece etc.

Which of these goals have you met?

To be more comfortable with my niece and reading to her.

What other goals do you have for your own reading?

That reading to your kids will also help you read better.

What other goals do you have for reading with children?

I plan to get my niece more relate in reading.

**Compare yourself now to when you began the program.**

| | a lot better | somewhat better | the same |
|---|---|---|---|
| Reading | (1) | 2 | 3 |
| Writing | (1) | 2 | 3 |
| Speaking | (1) | 2 | 3 |



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**If you read to a child at home, how did it go?**

| | very | somewhat | not very |
|---|---|---|---|
| How much did the child like it? | (1) | 2 | 3 |

Which books did the child like best? both.

In the Attic Hiawyn Oram Satoshi Kitamura

A Chair for my Mother Vera B. Williams

| | | | |
|---|---|---|---|
| How much did you like it? | (1) | 2 | 3 |

Which books did you like best?

In the Attic, Tell me a story, Mama

A Chair for my Mother

**Rate the workshops.**

| | yes | somewhat | no |
|---|---|---|---|
| Did you like the workshop experience? | (1) | 2 | 3 |
| Did you like reading children's books? | (1) | 2 | 3 |
| Did you like the adult readings? | (1) | 2 | 3 |
| Was learning the reading strategies helpful? | (1) | 2 | 3 |

Which strategies did you like using?

Prediction outcomes



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## Volunteer Tutors' Evaluations

Volunteer Tutor #1:

"I enjoyed the Family Reading Program so much because it gave me a chance to learn the different reading strategies along with the students. It gave us a chance to share different problems we as parents have, and different solutions we have tried in raising our children."

Rhenata Finch

Volunteer Tutor #2:

"I liked the emphasis on the family and also, the encouragement of spending time reading with the family, because it gives time and opportunity to share views and values."

Vicki Blevins

Volunteer Tutor #3

"It was so exciting for me to learn from a parent who had started reading to her child that their entire relationship had improved. . . ."

Ruby Geisindolff

## Coordinators' Evaluations

Coordinator 1:

"Being a parent myself, I immediately realized that no matter what their educational backgrounds may be, parents have the same hopes for their children. To be good readers, to have success in school and live well-adjusted, productive, and happy lives are goals for all families."

Coordinator 2:

"I never dreamed that total strangers could so quickly become friends and confidants. Many times we were pressed for time in reading the children's books because the adults had so many personal problems or triumphs they wanted to share."

Coordinator 3:

"The model coordinators came from different teaching backgrounds, and have years of valuable teaching experience and flexibility of methodology. They developed the core curriculum as a guide and built a comprehensive program from there. Instructional activities were adapted to the interests and needs of the learners."

# PROGRAM IMPACT

# and

# RECOMMENDATIONS

## PROGRAM IMPACT

*You may have tangible wealth untold;*
*Caskets of jewels and coffers of gold*
*Richer than I you can never be--*
*I had a Mother who read to me.*

The closing lines of Strickland Gillian's famous poem, "The Reading Mother," became a source of encouragement to everyone involved in Project Family. When Project Family was still in the early stages of development, we, as project coordinators began to realize how every home succumbs to the pressures of life and a fast-paced society. Being parents ourselves, we reflected on our own homes and realized how much more we could be doing to instill traditional values of "home and family" in our children.

We realized also that the population to be targeted by the Project Family model program would come from a sector of society which would be more socially, educationally, and financially disadvantaged than most. Weaknesses within their family units would be not only the result of natural pressures from daily living but also from a lack of good role models and generally accepted standards of living. It was also known that the prospective students we sought to enroll were the most traditionally hard-to-serve.

Recruitment of students was by far the most disillusioning step in implementing the project design. A list of recommended recruitment strategies is included. If these negatives were overwhelming at times, the successes of our students were equally fulfilling. Focusing on our belief that parents are a child's first teacher, we set out to bring parents and children together with good children's literature as the common thread. Reading teaches sharing and involvement. It brings families together and makes children feel loved. We felt so rewarded when one mother remarked, " I didn't know I would enjoy doing something with my child so much that did not cost a dime."

Project Family led parents to become more goal-oriented for their children and themselves. In discovering ways to guide their children toward successful school careers, parents also became aware of opportunities to better themselves through further education. One parent received a GED certificate, two more enrolled in GED classes,

and another two enrolled in Northeast Texas Community College. One mother, along with her two children, moved away from the area, but was channeled into another family literacy project near her new home. One Hispanic father enrolled his two daughters in a summer family literacy program co-sponsored by local educational agencies.

Considering the somewhat slow start of Project Family, these favorable results were totally unexpected and exceeded our expectations. In retrospect, the results far outweighed the feelings of frustration.

Impressed with the accomplishments and concept of Project Family, Jefferson ISD piloted a summer family literacy program under the auspices of the adult education cooperative program during the month of June, 1991. This project was coordinated with the school's Chapter I Program. An outline of the program plans and activities are in Appendix H. The program enrolled 12 parents and 33 children. A recognition ceremony was held for the students and parents during the last school day. Overall, the program was declared extremely successful, and the school district has already requested its continuation during the new year.

This learning experience, for project staff and students alike, has developed the trust necessary to bring family literacy to the attention of the community. By carefully building a foundation, the stage is set to continue family literacy in this area. It is the hope of all Project Family participants that a new era has begun which will result in the strengthening of the traditional family unit and renewed educational emphasis.

## RECOMMENDATIONS

1. Contact the local news media in order to receive publicity. Provide news releases, interviews, and on-site visits when appropriate.

2. Design and disseminate fliers and brochures aimed at catching the attention of limited-skilled parents.

3. Work closely with the local public school and send announcement letters with children. Personal presentation of Project Family to children and parent groups is mandatory.

4. Contact social service agencies, church groups, PTA groups, pre-kindergarten programs, volunteer organizations and any other community groups which might have access to information regarding possible participants. Be prepared to attend meetings of these groups in order to explain the project and demonstrate some of the teaching strategies.

Examples:

JTPA
Department of Human Services
Public Library
County Extension Agent
Region Service Center
AFDC case workers
First Step Program ( teen mothers)
Texas Employment Commission
Housing Project Directors

5. Build an on-going slide collection.
Slide presentations of the project in action make an impact and are well received. Project Family's slide presentation script is included in Appendix F.

# APPENDIX A

LITERACY PROJECT
Franklin County Library
Mt. Vernon, TX 75457

# FUN FAMILY READING HOUR

## Enrollment Form

Sue Barker, Project Director
Jean Shelby, Project Assistant
Darlene Clay, Tutor

Date: 2-13-91

Name: (Last) Fountain (First) Helen M

Address: 942 South Kaufman St.
Mt Vernon Tx 75457

Phone Number: ———

(Circle)

Caucasian — Asian, Pacific Islands
Black — Hispanic
Other _____

Number of Children: 3

Name of Your Children: Miller Jr. AC Chorintha Fountain

Age of Your Children: 15 14 13

(2-3) (4-5) (6-8) (9-12) (12-15) (16-24)

WHAT I WOULD LIKE YOU TO KNOW ABOUT MY FAMILY/CHILDREN: (OPTIONAL)
(Hobbies, Special Interests, goals, school progress, etc.)

be able to Read With them do everything
With them

# Certificate of Recognition

# FAMILY READING

at

_____

recognizes

_____

for reading aloud to children

Signed _____ Date _____

PARENT AND CHILD READING PROGRAM

"Reading Rainbow"

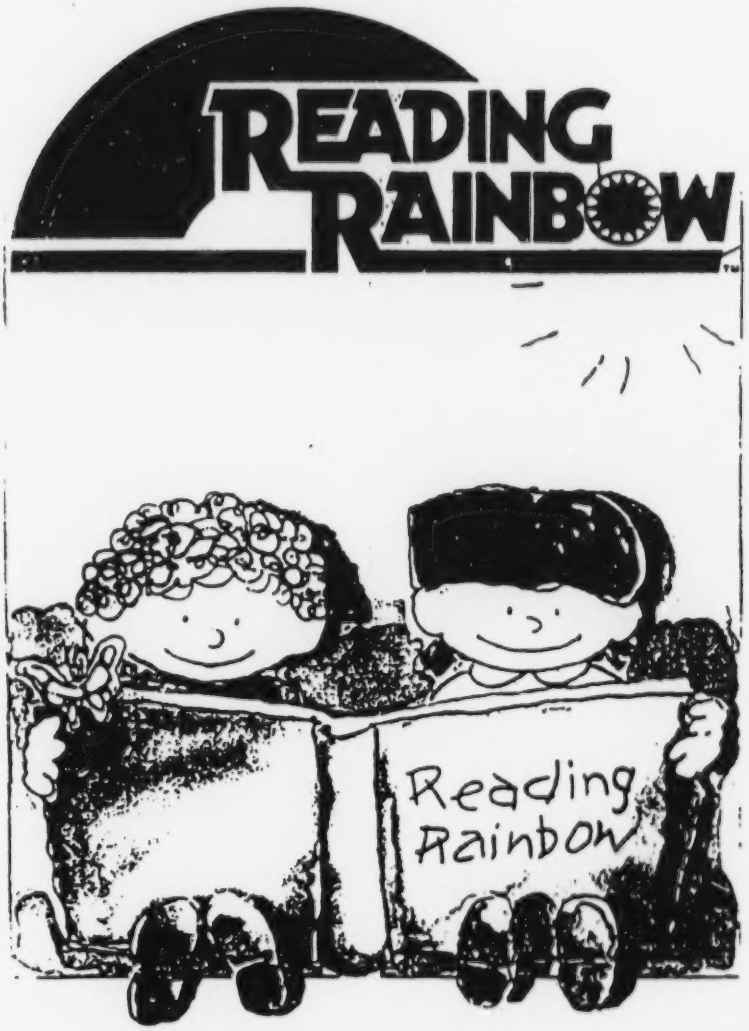
NAME: Tuesday Lennox AGE: 4

GRADE: [illegible] (Next Year)

PHONE: 577-9140

ADDRESS: [illegible]

PARENTS: [illegible] & Debbie Lennox






1989 YEAR OF THE YOUNG READER
LIBRARY OF CONGRESS

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Awarded to _____ Date_____

For participation in "Reading Rainbow" educational television series designed to motivate children to read books and to visit the library.

Sponsored by Franklin County Library Literacy Project and Mt. Vernon Elementary School.

Judy Qualls
Head Librarian

Sue Baker
Project Director

Elizabeth B. Calhoun
Reading Rainbow Teacher

LITERACY PROJECT
Franklin County Library
Mt. Vernon, TX 75457

# FUN FAMILY READING HOUR

## Enrollment Form

Sue Barker, Project Director
Jean Shelby, Project Assistant
Darlene Clay, Tutor

Date: 2-13-91

Name: (Last) Fountain (First) Helen M

Address: 742 South Kaufman St.
Mt Vernon Tx 75457

Phone Number: _____

(Circle)

Caucasian — Asian, Pacific Islands
Black — Hispanic
Other _____

Number of Children: 3

Name of Your Children: Miller Jr. AC Chorinthia Fountain
15 14 13

Age of Your Children:

(2-3) (4-5) (6-8) (9-12) (12-15) (16-24)

WHAT I WOULD LIKE YOU TO KNOW ABOUT MY FAMILY/CHILDREN: (OPTIONAL)
(Hobbies, Special Interests, goals, school progress, etc.)

be able to Read With them do everything
With them

# APPENDIX B

# Certificate of Recognition

# FAMILY READING

at

_____

recognizes

_____

for reading aloud to children

Signed_____ Date_____

# APPENDIX C

PARENT AND CHILD READING PROGRAM

"Reading Rainbow"

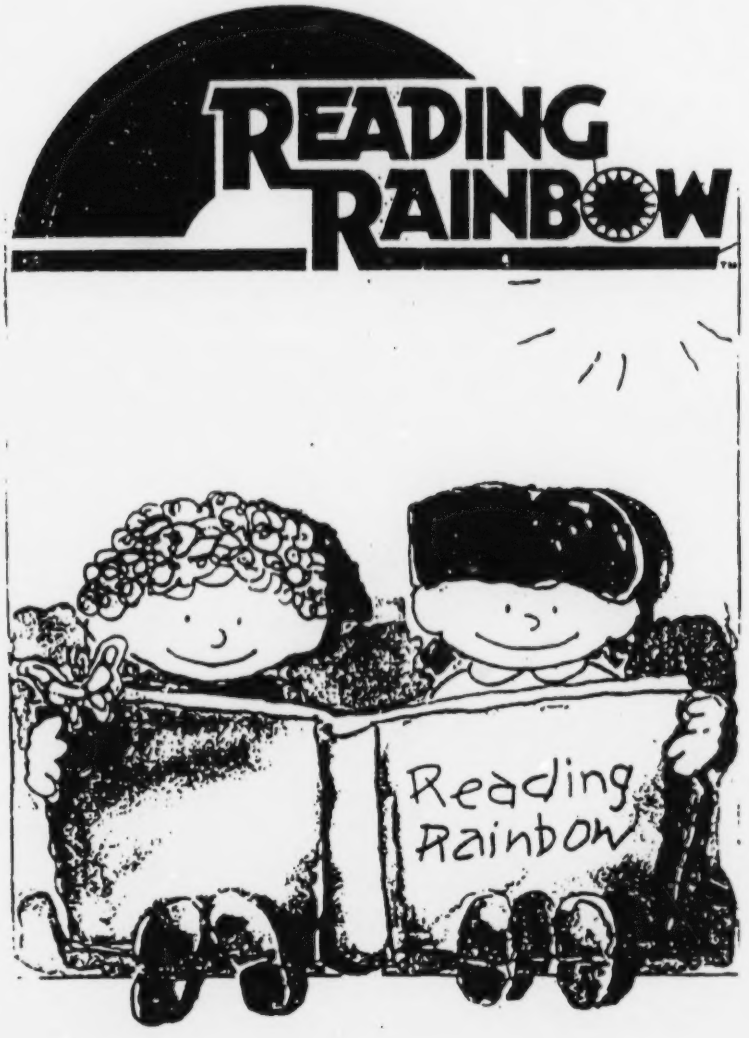
NAME: Tuesday Lennox AGE: 4

GRADE: 2nd school (Next Year)

PHONE: 577-9440

ADDRESS: Rt. 2 Box 390

PARENTS: Mike & Debbie Lennox

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1989 YEAR OF THE YOUNG READER
LIBRARY OF CONGRESS

# APPENDIX D

# READING RAINBOW™

**BEST COPY AVAILABLE**

Awarded to _____ Date_____

For participation in "Reading Rainbow" educational television series designed to motivate children to read books and to visit the library.

Sponsored by Franklin County Library Literacy Project and Mt. Vernon Elementary School.

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Judy Qualls
Head Librarian

Sue Barker
Project Director

Elizabeth B. Cathcart
Reading Rainbow Teacher

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# APPENDIX E

Since most of the limited English proficient (LEP) parents who participated in the project lack even basic survival skills in English, the program had to be adapted to meet the very special needs of this group. The average education of these adults in their native countries is about 3-4 years, so literacy skills are low even in the native language. There is virtually no tradition of reading in the home.

Parents reported feelings of inadequacy and embarrassment because they are not able to participate in the educational activities of their children. They are unable to understand work that the children bring home, they are unable to fill out paperwork, and are unable to communicate with school personnel. This is just one aspect of the difficulties these adults have in functioning in the English-speaking community, but one of particular concern to the parents.

The parents responded to a needs survey (attached) by indicating that basic communication in English was the most important goal for them. They also wanted to learn to fill out simple forms. Therefore, the family literacy teacher focused on these needs while encouraging parents to take an active part in their children's school activities. They were encouraged to set aside times during the week to tell, read, and listen to stories and to let the children tell them about school activities, classwork, and home assignments.

The teacher of the parents' class was bilingual which facilitated conversation in the native language about education and parenting issues. The parents were generally quite concerned with maintaining their own traditional family values and morals in the Untied States. They were encouraged to use the family literacy time at home to talk with children about these concerns, thereby developing communication with their children.

The issue of which language to use at home during family literacy time was settled quite simply. A tradition of literacy in the family can be established in any language. If literacy is valued by the family, that value will be transferred across languages. If reading together helps develop communication among the members of the family, the language of that communication is not important. If parents can read in

English, they are encouraged to do so. If not, they can read to their children in Spanish. If they are unable to read at all, they can tell stories orally. No matter what the literacy abilities of the parents may be, they can listen to their children read in either language. They can discuss what has been read in either language. The issue remains one of establishing literacy and communication within the family.

The children involved in the project were of varying levels of English ability. Some were fluent speakers of English and others were of limited ability. Because the teacher of the children's class spoke no Spanish, the children who did speak English served as interpreters when needed. The children followed the same curriculum used for children in all family literacy classes in the project. While all materials were in English, the teacher did not try to limit communication in Spanish. The children were allowed to check out books to take home and were asked to report back to the class about their reading experiences with the family at home.

**FAVOR DE CONTESTAR LAS SIGUIENTES PREGUNTAS:**

1. ¿Cúantos niños tiene usted en la escuela? _____
   ¿Cuántos en casa? _____

2. ¿Lee usted con sus hijos en casa? _____
   ¿En español? _____ ¿En inglés? _____
   ¿Sus hijos leen a usted? _____

3. ¿Qué tipo de materia leen ustedes? _____
   _____

4. ¿Cree usted que leer con sus hijos es importante? _____

5. ¿Su familia platica acerca de eventos comunes? _____
   ¿Noticias locales y del mundo? _____
   ¿de otros tipos? _____

6. ¿Habla usted muy a menudo con los maestros de sus hijos? _____

7. ¿Como se siente usted cuando habla con los maestros? _____

8. ¿Entiende usted las notas que el maestro le manda a la casa? _____
   ¿Reportes? _____ ¿Formas para que usted las llene? _____

9. Favor de escribir abajo cualquier problema que tenga usted al tratar de comunicarse con la escuela acerca de sus hijos.

   _____
   _____
   _____
   _____
   _____

10. ¿Le ha afectado en alguna manera la vida en los Estados Unidos al comportamiento de sus hijos? ¿Cómo?

    _____
    _____
    _____

11. ¿Cúal es la diferencia que usted ve en la manera en que el hispano, el anglo y el negro hablan con sus hijos, disciplinan a sus hijos, y muestran el cariño a sus hijos?

    _____
    _____
    _____

12. Favor de chequear cualquiera de las siguientes que pudiera interesarle a usted.

    _____Escojiendo comida buena y saludable para mi familia.

    _____Llenando formas para la escuela y las agencias.

_____Leyendo reportes de la escuela.

_____Comunicando con los maestros.

_____Motivando a las niños tener éxito en la escuela.

_____Promoviendo armonía y felicidad en la familia.

_____Sociedad, recursos, y servicios para la familia.

_____Otros tipos (Favor de apuntarlos.)

Dear Parents:

Reading can become a family tradition. But, it must begin with you and your children. It is a great tradition, one which improves a family's life for generations.

This summer the Mt. Pleasant ISD, in conjunction with Region VIII Education Service Center and the Northeast Texas Community College, will hold a Family Literacy Program for children ages 3-17 and their parents.

The classes will be held at Annie Sims Elementary School. Class dates/times are as follow:

| | | |
|---|---|---|
| June 17-20, 1991 | (Monday - Thursday) | 1:00 - 4:00 p.m. |
| June 24-27, 1991 | (Monday - Thursday) | 1:00 - 4:00 p.m. |
| July 8-11, 1991 | (Monday - Thursday) | 1:00 - 4:00 p.m. |
| July 15-18, 1991 | (Monday - Thursday) | 1:00 - 4:00 p.m. |

This summer program will be unusual. Parents are strongly encouraged to attend with their children. Parental involvement is the key to a child's educational success.

If you or your child/children would be interested in participating, please fill out the form below and return to your child's school.

If you have any questions, please call Patrick McMann, Region VIII ESC, 572-8551; or Jim Swann, NTCC, 572-1911.

Thank you.

**********

Yes, we would be very interested in attending the Family Literacy Program this summer.

| | |
|---|---|
| _____ | _____ |
| Father | Mother |
| _____ | _____ |
| Child | Child |
| _____ | _____ |
| Child | Child |

_____

Address

| | |
|---|---|
| _____ | _____ |
| Telephone | Signature |

Estimados padres:

La lectura puede ser una tradición de la familia. Pero, comienza con usted y sus niños. Es una tradición buena, que mejora la vida por generaciones.

Este verano las escuelas públicas de Mt. Pleasant con el *Region VIII Education Services Center* y el *Northeast Texas Community College*, ofrecen un programa de lectura familial para niños y niños entre 3 y 17 años y sus padres de todas edades.

El programa veraniego será en la *Annie Sims Elementary School* en las siguientes fechas y horas:

| | | |
|---|---|---|
| junio 17-20 | (lunes - jueves) | 1:00 - 4:00 p.m. |
| junio 24-27 | (lunes - jueves) | 1:00 - 4:00 p.m. |
| julio 8-11 | (lunes - jueves) | 1:00 - 4:00 p.m. |
| julio 15-18 | (lunes - jueves) | 1:00 - 4:00 p.m. |

El plan de este programa es algo diferente. Se les urge que los padres también asistan con los niños. La participación de los padres asegura el éxito educacional de los niños.

Si usted y su(s) niño(s) tienen interés en asistir este programa, tenga la bondad de llenar la forma que aparece abajo y devolverla a la escuela con su niño o niña.

Con cualquier duda o pregunta que usted tenga, favor de llamar a Patrick McMann, Region VIII, 572-8551; o Jim Swann, NTCC, 572-1911.

Leer es poder.

Muchas Gracias.

**********

Sí, tenemos mucho interés en asistir el Programa de Lectura Familial este verano.

_____
Nombre de Padre

_____
Nombre de Madre

_____ _____
Niño(a) Niño(a)

_____ _____
Niño(a) Niño(a)

_____
Dirección

_____ _____
Teléfono Firma de padre/madre

# APPENDIX F

PROJECT FAMILY SLIDE PRESENTATION SCRIPT

This presentation was given at the annual conference of the Texas Association for Continuing Adult Education, Austin, Texas.

Project Family

Traditionally - Literacy program teaches read/write

A Family Literacy -- Extension of this idea

1. Promotes a tradition of reading within the family unit
2. Promotes communication between family members
3. Family Literacy helps us think - opens our eyes to a broader world
4. Provides a vehicle through which a parent can guide their children's perspectives, values, and intellectual growth

So, through Project Family we are:

1. Putting the family together for reading and learning
2. Giving reading/education a position of importance within the family
3. We are establishing parent/child communication

With that philosophy in mind, we set up 3 different "Project Family" programs that we are going to show you this morning:
Sites:
1. Adult Education Center
2. Library/school setting
3. Church for ESL

Slide 1 - Barbara Bush, the First Lady, who has made literacy a personal crusade said, "about the most important thing that parents can do for their children is to get them excited about and start them reading". "That,"she said, "is because parents are the first teachers." Family Literacy , what is your first memory of your own Family Literacy? Do you remember where you were, and who with, and how you felt? (Tell Jack and Jill Rebus reading with Grandmother and good feelings associated.)

Slide 2 - To give you a little background, our literacy project began in May 1990, with a grant from the Texas Dept. of Commerce. We are located in downtown Mt. Pleasant, Texas, a small rural community of 11,000, with an illiteracy rate of 47 per cent.

Slide 3 - We chose this location because of its easy access to the public library next door, which works well for our over flow tutoring and space for training and of course, its abundance of reading materials.

Slide 4 - Our grand opening was well attended by community dignitaries, as you see our mayor welcoming our project to the community.

Slide 5 - Dr. Judy Traylor, Director of Adult Education, NTCC, and Nancy Hairston, President of Titus County Literacy Advisory Council cut the ribbon.

Slide 6 - Our center is divided into reading cubicles for individual tutoring or small groups. We used celebrity posters to create a casual atmosphere.

Slide 7 - Rev. Jim Ross and Nancy Hairston are two very active members of the Literacy Council. This year the council donated 500 books to the Empty Stocking Fund at Christmas, a project of the ministerial alliance. Each book contained a book marker with our phone number and project information.

Slide 8 - Our staff includes myself as coordinator and Carolyn Pope as my assistant, who assists tutors and students.

Slide 9- Our literacy tutoring is done 1 on 1, or in small groups for ESL. We use Laubach and LVA materials.

Slide 10- Same as above

Slide 11 - In June, we added the GED component to our literacy project because we have found a student may come forward to work on GED, when he really can not read well enough - then we place him in literacy or pre-GED.

Slide 12 - Same as above

Slide 13 - Our first real effort to create Reading for Family Literacy was last summer as 2 of our literacy students needed child care so they could attend classes.

Slide 14 - We used Reading Rainbow with the children in the center while their parents studied. This worked so well that it sparked an interest in Family Literacy and the need to encourage family reading.

Slide 15 - So, as this poster illustrates "Take time to read together", we began to plant the seed and promote family reading.
It's o.k. Dad, to read to your child. It's important.

Slide 16 - After securing our "Project Family" grant from TEA we planned the curriculum. We selected New Readers Press for our core material and Reading Rainbow for the children. The parent/child sessions were set up in 6 week blocks for one hour, one morning a week.

Slide 17 - We added some ideas from LVA, such as puzzles, flannelboards, and Making A Difference, a tape from TEA for working with AFDC clients.

Slide 18 - At each class a certain amount of time is set aside aside for parenting skills. We had a Parenting Specialist from our Region 8 Service Center attend one of our classes and discuss discipline. She brought along this type of brochure for discussion.

Slide 19- Volunteers from the area attended our first training session. We became familiar with the materials and watched the New Readers Press tape. There are ten children's books which the tutor uses to teach several reading strategies and also an adult reading selection.

Slide 20 - Recruitment has been our most difficult obstacle! The Girl Scouts have helped. Their national campaign for 1991 is for literacy. The girls enjoyed this story about a girl teaching her grandmother to read . The Wednesday's Surprise

Slide 21 - The scouts donated books for our family literacy project and helped with publicity by passing out posters.

Slide 22 - I tried on-site recruitment at DPHS and other agencies, but we have found our current students and elementary schools are the best source of recruitment.

Slide 23 - This student and 2 daughters are in our Family Literacy Project. He was first a literacy student.

Slide 24 - The adults and children have separate programs and meet in different areas of our building.
The children work on readiness activities while their parents work on reading skills.

Slide 25 - Same as above

Slide 26 - "Tell Me A Story Mama" is one of the stories the parent and child read together. They take the book home and report back to the group the next week. Storytelling and creating a story are the first steps toward literacy. Two of the children's books are wordless, which promote this strategy.

Slide 27 - Same as above

Slide 28 - Project Family is a pilot program that is making a difference. We are seeing it happen.

# APPENDIX G

## *PROJECT FAMILY*

You may have tangible wealth untold;
Caskets of jewels and coffers of gold
Richer than I you can never be—
I had a Mother who read to me.

*Strickland Gillian*



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## CORE CURRICULUM

New Readers Press
Reading Rainbow

## ADDITIONAL RESOURCES

Texas Education Agency
*Making A Difference: Changing Roles and Goals of AFDC Participants*

Region VIII Education Service Center
Joan Short
Parenting Specialist

Centre County Vocational-Technical School
"Project PACT: Parents and Children Together"

Literacy Volunteers of America
*Reading with Children*

Houston Public Library
Lynn Rudolph
"Family Literacy for Hispanics"

University of Massachusetts
*A Curriculum Sourcebook for Participatory Adult ESL*

## PROGRAM SITES

Northeast Texas Community College
Downtown Adult Education Center
Mt. Pleasant, Texas

El Calvario Baptist Mission
Mt. Pleasant, Texas

Pittsburg-Camp County Public Library
Pittsburg, Texas

Pittsburg Independent School District
Pittsburg, Texas

## PROGRAM COMPONENTS

**Parents**
Promote basic literacy skills
Master reading strategies
Improve parenting skills
Utilize and expand survival skills
Encourage family communication

**Children**
Reading readiness activities
Develop socialization skills

## PROGRAM PROVIDER

**Northeast Texas Community College**

***Adult Education Department***

Dr. Judy G. Traylor, Director

***ESL Department***

James R. Swann, Coordinator
Myra McGinnis, Instructor
P.O. Box 1307
Mt. Pleasant, Texas 75455
(903) 572-1911

***Adult Education Center***

Sue Barker, Family Literacy Coordinator
209 N. Madison Street
Mt. Pleasant, Texas 75455
(903) 572-5154

Sherry Hudnall, Family Literacy
Assistant Coordinator
609 Quitman Street
Pittsburg, Texas 75686
(903) 856-3302



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# APPENDIX H

**PROJECT L. I. F E.**

# LEARNING and INVOLVEMENT for FAMILY ENRICHMENT

**"Don't let LIFE pass you by."**

***PILOTED BY***

**JEFFERSON INDEPENDENT SCHOOL DISTRICT**
**AND**
**NORTHEAST TEXAS COMMUNITY COLLEGE ADULT EDUCATION COOPERATIVE PROGRAM**

## *SUMMER 1991*

***Type of Project***

Family Literacy

***Purpose***

To break the cycle of illiteracy by improving the educational level of the parent and by teaching the parent to assist the child.

***Project Partners***

1. Jefferson ISD
   Mr. James Richardson, Superintendent
   Mrs. Carol Harrell
   Mr. John E. Montgomery

   ***Provides: Facilities, computer equipment, transportation, meals, supervision of parents in the children's classroom, and parenting instruction .***

2. Northeast Texas Community College
   Mr. Mike Bruner, President
   Dr. Jack Foreman, Executive Dean of Instructional and Resources Development
   Dr. Susan Mc Bride, Executive Dean of Instruction
   Dr. Judy G. Traylor, Director of Adult and Developmental Education
   Mrs. Sue Barker, Literacy Coordinator

   ***Provides: ABE/GED/Literacy instruction, computer literacy, survival skills instruction, and curriculum materials.***

***Project Participants***

Chapter I Parents and Children: Grades 2- 5

***Project Dates***

| | |
|---|---|
| May 1-31, 1991 | Program Planning |
| June 3-28, 1991 | Instruction Begins (4 weeks) |
| July 1-August 14, 1991 | Take-a-computer-home Program (6 weeks) |
| Hours of Instruction | Monday Through Friday 8:30 a.m. to 1:00 p.m. |
| ***Anticipated Number of Participants*** | **10-12 Parents** **____ Children** |
| ***Personnel*** | 2 teachers ( 1 for parents and 1 for children) |
| | 2 aides |
| | 2 volunteers |

**Site: Jefferson ISD - Elementary School -Chapter 1 Computer Lab**

**Proposed Schedule of Activities:**

| | | |
|---|---|---|
| **May 1 - May 31, 1991** | **Registration and Recruitment** | **Montgomery** |
| | **Select and employ Teachers** | **Harrell and Traylor** |
| **May 15, 1991** | **Teacher Orientation & Planning** | **Harrell and Traylor** |
| **May 15-31, 1991** | **Curriculum Planning and Material Selection** | **Teachers** |
| **June 3, 1991** | **Instruction Begins** | |
| **June 28, 1991** | **Instruction Ends** | |
| | **Student Achievement Ceremony** | **Montgomery** |

**Suggested Curriculum and Scheduling for Parents and Children:**

| **Parents:** | | **Children:** | | |
|---|---|---|---|---|
| Activity | *Total Hours of Participation | Activity | Total Hours Participation | Hours |
| ABE/GED Classes | 1 hr. 30 mins. | Regular classroom instruction - Grades 2-5 | 1 hr. 30 mins. | 8:30-10:15 |
| Refreshment Break | 15 mins. | Snack | 15 mins. | 10:15-10:30 |
| Parenting/Survival Skills Workshop--TASB Curriculum and the local Agricultural Extension Program for speakers and programs *(Parenting and Survival skills will be introduced interchangeably)* | 1 hr. | Classroom Instruction | 1 hr. | 10:30-11:30 |
| or | | | | |
| Parent/Child Interaction | 30 mins. | Parent/Child Interaction | 30 mins | 11:30-12:00 |
| Lunch | 1 hr. | Lunch | 1 hr. | |
| Total Hour per Day | 4 hrs. and 30 mins. | | 4 hrs. and 30 mins. | |

**JEFFERSON INDEPENDENT SCHOOL DISTRICT**
JAMES M. RICHARDSON, SUPERINTENDENT
510 S. Line Street - Phone 214/665-2461
JEFFERSON, TEXAS 75657

Dear Parent of _____,

Jefferson I.S.D. is offering an Extended Academic School Year (Summer School) for students in grades two thru five. It is open to those students who are to be retained, or who qualify under Chapter I guidelines. These students are those who have not mastered all of the necessary skills to be successful in the next grade. We hope that by attending summer school they will strengthen their skills and be able to move successfully into the next grade.

The EASY (Summer School Program) will begin June 3, 1990, and go through June 28, 1990. There is no charge to students who attend. It will be a five day week (Monday - Friday), and the hours will be 8:00-12:00. School buses will pick up students who live outside the city limits at designated pick-up points, and transport them to and from school. The program will be Math/Language Arts remediation, and instruction will be individualized for each student.

YOUR CHILD QUALIFIES FOR SUMMER SCHOOL. YOU WILL BE NOTIFIED BEFORE JUNE 3, 1990 AS TO THE EXACT SUMMER SCHOOL SCHEDULE, AND WHERE THE BUS PICK-UP POINTS WILL BE.

Upon successful completion of summer school (mastery of 70% of grade level essential elements) students who are retained can be promoted to the next grade.

IF YOU WANT YOUR CHILD TO ATTEND SUMMER SCHOOL PLEASE SIGN THIS FORM AND RETURN TO SCHOOL IMMEDIATELY (TOMORROW). IF YOU HAVE QUESTIONS PLEASE CALL CAROL HARRELL, DIRECTOR OF SUPPORT SERVICES AT 665-2461.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Yes, I want _____

in Grade _____ to attend summer school.

Signed_____

Date_____

SUMMER SCHOOL BUS ROUTES:

Buses will depart from the following locations at 7:30 a.m.

Dalton's Grocery at the intersection of Highway 729 & 155. This bus will travel down Hwy. 729 to Jefferson. Students may catch this bus anywhere along the route.

McNeely's - Mosley's Grocery in Smithland on Hwy. 49. This bus will travel down Hwy. 49 West to Jefferson. Students may catch this bus anywhere along the route.

Call David Kimbrough at 665-8531 if your child will need to be picked-up along the route.

Your child will depart from school for home at 12:00 Noon.

PRIVATE CAR:

If you are bringing your child to school by private car they are to be brought and picked-up at the back of the school in the parking lot on the North (Second Grade) end of the building. Arrival time will be 8:00 a.m., and pick-up time will be 12:00 Noon.

TO: James M. Richardson

FROM: Carol Harrell

SUBJECT: Extended Academic School Year (EASY)

DATE: May 2, 1991

REMEDIATION:

| | |
|---|---|
| Site/campus | Jefferson Elementary |
| Eligible grades | Second-Fifth Grade |
| Curriculum | Language Arts/Math |
| Teachers | Janet Morris/2-3 Language Arts<br>Karen Whiteside/4-5 Language Arts<br>Wilma Smith/2-3 Math<br>Carla Blackburn/4-5 Math |
| Aide(s)/support | Jerry Golden/2-3 Language Arts<br>Dorothy Hodge/4-5 Language Arts<br>Geraldine Shepherd/2-3 Math<br>Ann Childress/4-5 Math<br>Debbie Owens/Special Education |
| Calendar dates | June 3-28, 1991 (5 day week) |
| Time of classes | 8:00 AM - 12:00 PM |
| Bus | Two bus routes |
| Eligibility criteria | 1990-91 Chapter I eligible students;<br>Students who have failed grades 2-5 and can master 70% of EE's and be promoted |
| Supervisor | Dean Burbank/Carol Harrell |
| Parent Involvement | John Montgomery |
| Publicity | Jefferson Jimplecute<br>Parent letters<br>Teacher conferences with failing students parents |
| Evaluation | Pass/Fail (students must exibit mastery of 70% of EE's in assigned grade) |
| Funding | Chapter I |
| Parent Involvement | Northeast Texas Community College will conduct parent involvement classed for Chapter I Parents with students in the EASY Program |

PARENTS SUMMER SCHOOL SCHEDULE

| | | |
|---|---|---|
| 2nd. Grade | 8:00 - 10:00 | ABE/GED Classes |
| | 10:00 - 11:00 | Parent/Child Interaction<br>Prescription Learning Lab |
| | 11:00 - 12:00 | Parenting/Survival Skills |
| 3rd. Grade | 8:00 -- 9:00 | Parenting/Survival Skills |
| | 9:00 - 10:00 | Parent/Child Interaction<br>Prescription Learning Lab |
| | 10:00 - 12:00 | ABE/GED Classes |
| 4th. Grade | 8:00 - 9:00 | Parent/Child Interaction<br>Prescription Learning Lab |
| | 9:00 - 10:00 | Parenting/Survival Skills |
| | 10:00 - 12:00 | ABE/GED Classes |
| 5th. Grade | 8:00 - 10:00 | ABE/GED Classes |
| | 10:00 - 11:00 | Parenting/Survival Skills |
| | 11:00 - 12:00 | Parent/Child Interaction<br>Prescription Learning Lab |

Babysitting will be provided for parents.

SUMMER SCHOOL SCHEDULE

| | | |
|---|---|---|
| 2nd. Grade | 8:00 - 10:00 | LA - Morris |
| | 10:00 - 12:00 | Math - Smith |
| | 10:00 - 11:00 | Prescription Learning Lab. |
| 3rd. Grade | 8:00 - 10:00 | Math - Smith |
| | 10:00 - 12:00 | LA - Morris |
| | 9:00 - 10:00 | Prescription Learning Lab. |
| 4th. Grade | 8:00 - 10:00 | Math - Blackburn |
| | 10:00 - 12:00 | LA - Whiteside |
| | 8:00 - 9:00 | Prescription Learning Lab. |
| 5th. Grade | 8:00 - 10:00 | LA - Whiteside |
| | 10:00 - 12:00 | Math - Blackburn |
| | 11:00 - 12:00 | Prescription Learning Lab. |

Dear Parent,

Your child will be attending the Extended Academic School Year (summer school) which is being held at the Jefferson Elementary School. Study areas will be in Language Arts and Math. All supplies will be provided by the school. The summer school program will begin on Monday, June 3, 1990 and run through June 28, 1990. We will be meeting from 8:00 a.m. until 12:00 p.m. on Monday through Friday. There will be no supervision provided for students after 12:00 p.m.

While we will be working with your child at school, it is most important that parents monitor their child's homework and progress throughout summer school. Since summer school is so short, we ask that you make sure that your child is at school on time every single day. Tardies, absences and discipline problems will not be allowed. If a student becomes a discipline problem, he/she will be sent home without permission to return for the remainder of summer school. Last, your child's attendance is crucial to his/her success in this program. In short, please be sure that your child is at school, is on time and behaves while at school.

Each student will be tested on the first day and last day of summer school. This test will determine the needs of each child. You will receive a copy of these results. Students will pass summer school if most of the skills on the final test are passed.

Please also be aware of the fact that students will be given homework assignments. These assignments must be completed by the student before the next school day. Please monitor your child's homework closely. Not only will this give you an idea of your child's progress, but your child will be reassured with your guidance.

In closing, we want you to know that we are all here to serve the students to the best of our abilities. We are looking forward to working with each of the students closely. As you can see, success of our students will depend on the cooperation and hard work of the parents, teachers, and students.

Sincerely,

Extended Academic School Year Staff

**JEFFERSON ISD ADULT EDUCATION PROGRAM**

FIELD TRIP
JUNE 12, 1991
NORTHEAST TEXAS COMMUNITY COLLEGE

ITINERARY

| ACTIVITY | TIME | LOCATION | FACILITATOR |
|---|---|---|---|
| Arrival | 8:00 a.m. | | |
| Greetings and Directions | 8:00-8:30 a.m. | Humanities-113 | Dr. Judy G. Traylor<br>Mr. Bob Balshaw |
| Cosmetic Make-over<br>Mrs. Johnnie Cohen, Instructor | 8:30-10:30 a.m. | Cosmetology Lab | Mr. Bob Balshaw |
| Campus Tour and Special Class Visitations:<br>**Criminology**<br>Mrs. Lana Biggerstaff, Instructor<br>**Auto Mechanics**<br>Mr. Dan Wickware, Instructor | 10:30-11:30 a.m. | Administration Building | Mr. Greg Henry |
| A Video Festival | 11:30-12:00 noon | Humanities 109<br>PALS Lab | Dr. Judy G. Traylor |
| Lunch | 12:00-1:00 | SUB | Mr. Bob Balshaw |
| Computer Lab<br>Chris Williamson, Instructor | 1:00-2:00 | Math/Science | Ms. Fredia Mitchell |
| Break | 2:00-2:15 | | |
| Question and Answer Seminar<br>**Financial Aid**<br>Mrs. Pat Durst, Director<br>**Wrap-up**<br>Dr. Judy G. Traylor | 2:15-3:00 | Humanities 103 | Dr. Judy G. Traylor |
| Departure | 2:00 | | |

Note: All activities and times are subject to change.

Parents' Visit to Northeast Texas Community College